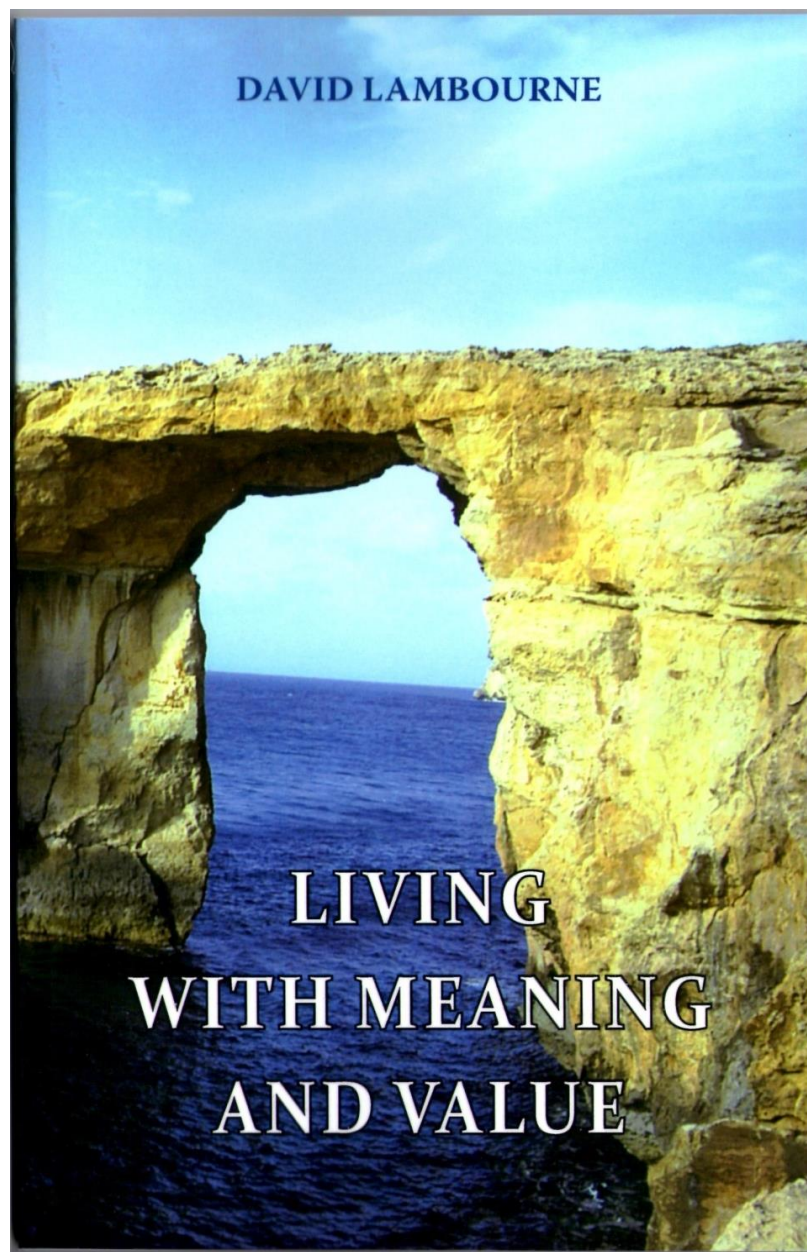


Published works by David Lambourne (1946-)

Living with Meaning and Value, (Ash and Oak Books, 2010)

(Revised eBook edition (2015) can be obtained from www.smashwords.com ,
www.amazon.co.uk/books , www.store.kobo.com or can be read at
www.archive.org)



As individuals we cannot carry on living largely self-obsessed lives with wastefully high levels of consumption and often with a disregard for the well-being of many of our fellows. It does not make us happy, it places unsustainable demands on our environment and it does not result in peace and harmony.

The author of this small book suggests a gentler, more holistic, yet at the same time rational, approach to living in the modern world which all of us would do well to consider.

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The Lambournes of Ashdown Farm, St. Leonards-on-Sea, (2nd Edition, 2002)

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The Lambournes of
ASHDOWN FARM
ST. LEONARDS-ON-SEA

David Lambourne



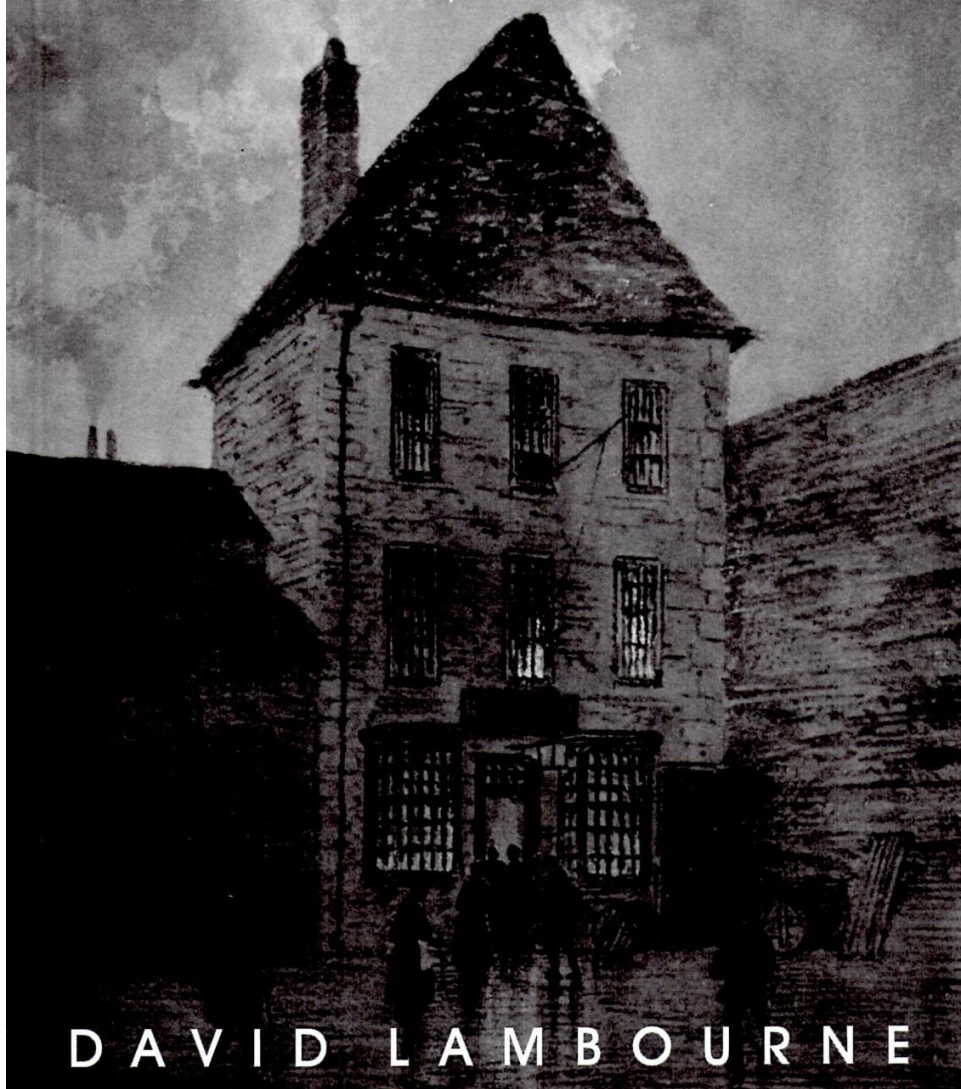
Revised edition

Slaney's Act and the Christian Socialists, (2008)

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SLANEY'S ACT AND THE CHRISTIAN SOCIALISTS

A STUDY OF HOW THE INDUSTRIAL AND PROVIDENT
SOCIETIES' ACT, 1852 WAS PASSED



DAVID LAMBOURNE

The first Industrial and Provident Societies' Act was critically important to the development of the Co-operative Movement in England. Before 1852 co-operative societies and associations were denied the full protection of the law and so enjoyed a rather precarious existence.

Between 1850 and 1852 the Christian Socialists together with Robert Slaney, the M.P. for Shrewsbury, worked tirelessly to remedy the situation. Parliament was persuaded to set up two Select Committees and evidence was presented to these. Meanwhile, the support of co-operators around the country was marshalled.

After a change of Government and constant pressure the Act was passed and so paved the way for the rapid and successful growth of co-operative enterprise that followed.

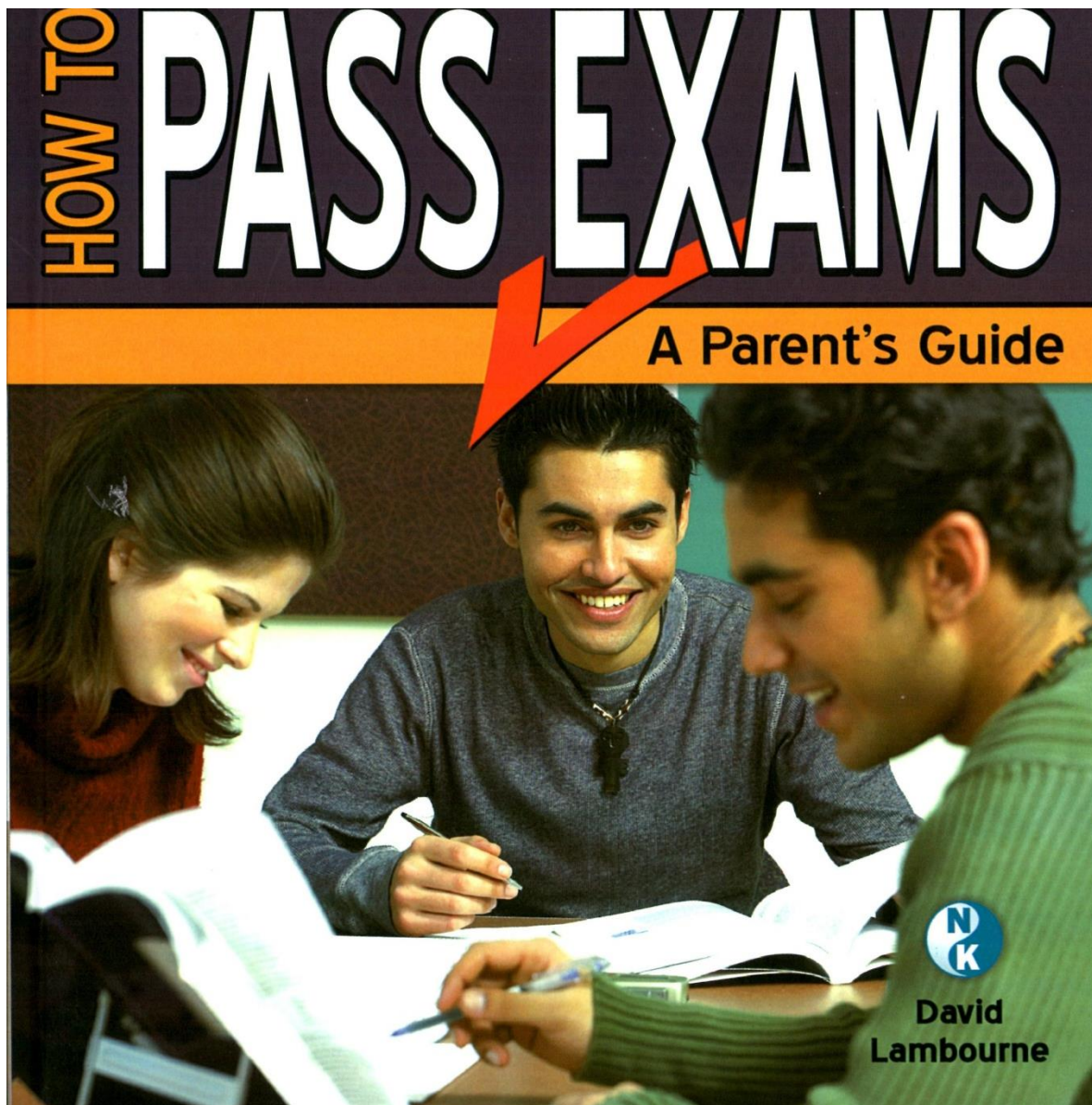
This small book, which gives a clear and concise account of the stages through which success was achieved, should be welcomed by all those with an interest in the history of co-operation and of the Labour Movement in general.



How to Pass Exams – A Parent's Guide, (Need2Know, 2008)

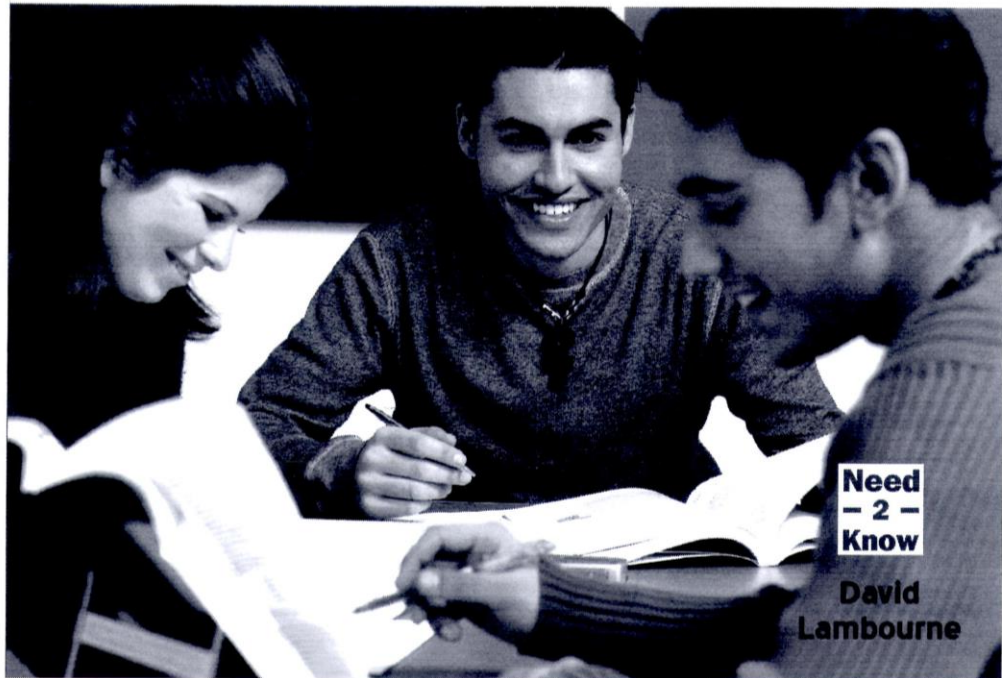
(Since 2014: How to Pass Exams – The Essential Guide)

(Can be obtained from www.need2knowbooks.co.uk ,
www.amazon.co.uk/books or www.store.kobo.com)



HOW TO PASS EXAMS

A Parent's Guide



**Need
- 2 -
Know**

**David
Lambourne**

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There are those who make things happen
There are those who watch things happen
There are those who wonder what happened

How To Pass Exams: A Parent's Guide Introduction

By now your child or children have probably already taken some exams and tests while at school, and had various results, some good and maybe some bad. Perhaps you didn't need to worry too much about the results. But as they come up to their major exams the subject becomes a bit more serious because these results can affect their lives and future, and it will be a new and possibly rather more frightening time for them.

Are you going to hope that it all just happens OK, and leave them to struggle alone? Do you propose to leave it to the teachers and then put the blame on the school if your child does badly?

Or, as a parent, do you think you should try to help?

Up until now their school life has been fairly carefree – have the right books on the day, get the homework done, don't be late for class and so on. They haven't had to think very far ahead for themselves – you and the teachers have done most of that for them. But now things are changing. The children as individuals must now carry a bit more responsibility. They are going to have to take it seriously, discipline themselves, plan their time and use it effectively, and gear themselves up to undertake a major task. In many ways preparing themselves to take exams is a part of growing up. It doesn't mean that they can't have any fun anymore, but it does mean that they have to start taking a part of their life *more* seriously.

'Are you going to hope that it all just happens OK ... or, as a parent, do you think you should try to help?'

There is a lot written these days on the subject of education, and all kinds of politics and wrangling seems to go on year after year. But one aspect always remains:

Children who get the help and support of their parents consistently do better at school than those children for whom home support doesn't happen.

What can I do?

**'this book is
to help you to
help them ...'**

You can help your child to take on the burden of preparing for the exams. Once in that exam hall they are on their own. So they need to get themselves ready, and this book is to **help you to help them** do that. Its purpose is to give you, the parent, a toolkit that you and your child can use *together* so that you give him/her the best support that you can. Although you may not be that good at a particular subject yourself, you can still help enormously with the revision and learning by organising the time and workspace so that your child can get on with the task. In addition there are a whole lot of techniques that you can pass on that will be invaluable for them.

So while the teachers are concentrating on the academic syllabus, the role you can play as parent(s) is as a coach and a facilitator – you can help get the obstacles out of the way, you can make it easy for the necessary self-discipline to develop, you can keep spirits and morale up, and boost your child's confidence and motivation.

Even just *showing* an interest makes a difference, but if in addition you can give your child an ordered and calm way to set about this phase of their life, a checklist or two so that they know they haven't missed out vital elements, and a receptive ear to their needs, you will have done a lot. Don't underestimate the importance of morale. Any child undertaking something for the first time likes a helping hand, and any pupil will feel and do far better if the family is supporting his/her efforts.



'If parents are getting insights into their children's learning and in how they can help them, the children and their teachers gain from the experience too'.

Source:
www.tes.co.uk. 'Mum, Dad School and Me'.
 Reva Klein. 9th June 2006.

Sometimes you will hear the excuse '... just isn't any good at exams.' Don't accept this. Exam-taking can be mastered. Candidates can get prepared and build up their confidence, practice papers can be sat, techniques can be learnt.

You can help by showing that you understand the difference between being good at a subject and being 'good at exams', and that both are important.

Some of the reasons to support the idea of getting good at exams are given next, as you consider some of life's 'Realities'.

Chapter One

Some Realities

1. There will always be exams.

Although 'continuous assessment', involving the evaluation of coursework, has over recent years become much more common as part of examinations, many courses and skill levels are still assessed by exam papers and will continue to be so. Fashions change, exam styles change, and the curriculum to be studied can alter, but sooner or later students have to show that their studied material has been memorised, learnt and understood, and can be recalled. This has been a part of study and education for centuries. Other skills may come to be added to those of numeracy and literacy, for example IT and communication skills, but these will often be subject to testing in broadly similar ways.

'... many courses and skill levels are still assessed by exam papers and will continue to be so'.

2. Exams need to be passed!

People and organisations in the world around you want to know if your child has skills and abilities that are useful to them. One way they can find out is to see what exams your child has taken and passed. If he/she hasn't taken or passed any exams, then they will tend to think he/she doesn't have any skills, and the people next in the queue, the ones with the exam certificates, will get first chance at the interesting jobs. Your child may be a King of the PlayStation, brilliant on a skateboard or a netball hotshot, but he/she needs to take and pass exams in order to pave a way in life.

3. They need to learn how!

There's no great mystery to exams, and there's no need to be afraid of them. But there's more to passing them than just being 'good at' the subject. There's a way of approaching the whole process that the pupils need to know as well. They need to know what they should know, certainly, but you can also make sure your child builds up their confidence so that they are ready for the exams without being stressed, and they don't panic on the day.

It's important that they manage themselves through the exam process, as well as mastering the subjects as best they can. This is a life skill that they need to pick up, and as a parent it's your job to help them with that.

'This isn't really the book to be opened for the first time the day before the exam'.

4. Skills take time!

This isn't really the book to be opened for the first time the day before the exam. If you are going to climb a big mountain you prepare for months, getting yourself fit, getting your equipment together, studying the terrain, and so on. Exams are the same, the student needs to get ready in plenty of time, and this book takes the two-year period up to GCSEs as its time frame.

One of the best ways to get ready is to ***practise***.

5. Practise.

It's hard to sharpen a skill unless you put the practice hours in, and taking exams is no different. Your child needs to be thinking about it and getting familiar with the process so that he/she will be relaxed and able to focus on the questions, and not be put off by imaginary pressure, or the strangeness of the exam hall, or other people's nerves. Practise (such as mock exams) is good. Treat 'mocks' like a training session.

6. Exams aren't just a school thing!

Education goes on long after school days are over and your children are going to find all sorts of exams cropping up in their lives. You have to take a theory test to get a driving licence, for example. Universities and colleges have exams, training courses have exams, and many professions have entrance exams. Being examined and taking tests is part of life, so the life skill of exam-sitting will continue to be useful.

A very necessary development that will need to occur is that of getting organised. You will be wise to lay your hands on some ring binders, a hole punch, some section separators and so on. Filing is not something young people are particularly used to (or inclined towards) but you are going to need some basic office supplies – the school will probably have some recommendations here.

'Universities are increasingly looking at setting admission tests as they feel they cannot rely on A Levels to select students'.

Source:
[education-marketing@
yahoogroups.com](mailto:education-marketing@yahoo.co.uk). 14th
July 2006.

Chapter Two

Essential Information

For any subject on which there's to be an exam, it is important to know exactly what the student is going to be required to do, and when. You need to make sure you have found this out at the beginning of the course rather than discovering it much later on, or as the course goes along. Part of the key to success is making a **study plan**, so you need this information earlier rather than later.

Firstly you will need a copy of the **syllabus** for each of the subjects that are to be taken. Without this you won't know which aspects of the subject are going to be examined. So if six subjects are to be taken you'll need a syllabus for each. The teachers should provide these but remind your child to ask for them.

Secondly, you will need to find out what **form** the examination takes. You need to know if any coursework has to be submitted or any modular tests or internal exams taken. You'll need to know what **form** these assessments will take, **when** they will occur, about the final exam papers and any oral or practical assessments at the end of the course. The teachers should have this information.

Once you have this you will be able to help your child to produce an overall calendar for studies. Obtain a large sheet of paper or card (A1) and rule it up so that the major tasks and events can be plotted up and seen on a week by week or month by month basis. It will more than likely have to be amended as time goes on, it's astonishing how **seeing the whole picture** makes the task start to appear manageable.

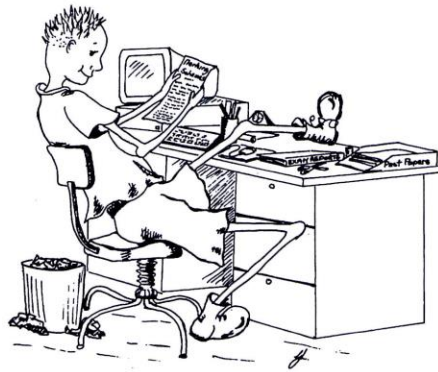
Incidentally, make sure that you're not the one who makes up the chart. If your child does this then there is a psychological acceptance process that takes place... 'getting your head round it' really is an important part of building exam confidence.

In addition to the above, it will also be essential to find out what the main textbooks are so that you can acquire them or secure access to them. If there is a list of further references it would be good to get hold of this also.

Finally, you need to enquire about **past examination papers, specimen papers** and **marking schemes** (see separate section). Try to find out also if any examiners' reports on previous examinations are available. These will help you to find out what the examiners are looking for. It's as critical for the student to **know how to answer** the question as it is to know the answer.

'It's as critical for the student to know how to answer the question as it is to know the answer'.

Teachers and/or tutors should provide you with this essential information – it's part of their responsibility. However, there is nothing to stop you writing to the examining authority directly – you can get the address from your child's school or college, or look it up in your local library, also a lot of very good material can be found on the Internet.



Overall Course Planner

Subject / Topic	Year One												Year Two							
	Sub. A	Sub. B	Sub. C	Sub. D	Se	Oc	No	De	Ja	Fe	March	Ap	Ma	Ju						
Sub. A																				
Sub. B																				
Sub. C																				
Sub. D																				

Figure 1. An example of an overall course planner. All further major coursework tasks, tests and examinations can be plotted on it as soon as they become known. A blank overall course planner, which you can photocopy, is included on page 36.

Chapter Three

Self-Motivation and Discipline

There is hard work to be done and for success to be had it will be necessary to keep up the motivation. Part of it may come from interest in the subjects, but this is obviously going to vary between subjects. But a **strong motive to succeed** is going to be needed if your child is going to keep up the necessary drive over say, two years, and so some goal-setting will be needed. This is not necessarily familiar territory for your child, and as parent you may need to help.

A goal can be a **long-term goal** (I want to be an astronaut), an **esteem goal** (I want to be top of the class), a **belonging goal** (I want to be like my big sisters who all got straight 'A's'), but the **safety goal** (I have to do well or my parents will be cross) probably will not work as it lacks positivity. The long-term goals don't always last either, and can weaken or change, and you may find yourself needing to reinforce them from time to time by confirming that his/her goal is your goal too (I *also* want you to be an astronaut / be top / equal big sisters' records).

It may not be easy to help pick out a long-term goal. Most boys would rather see themselves as a star footballer than an office worker, but reality is that there are going to be more office workers than football stars.

To be a star footballer you probably have to begin showing proficiency at the age of about six, so the chance may already have been missed.

'Doing the work takes less effort than thinking about doing the work'.

Source: University of Cambridge Counselling Service, 1999.

One classic long-term goal for many pupils has been to go to university, but this is by no means a universal desire.

Sadly, the 'X-Factor' type of talent contests on TV, promising instant success and celebrity, do not help your child to set goals. The 'Money for Jam' ethos generates plenty of false goals, and promises reward for no work, which is not helpful when trying to focus on the exam curriculum.

But if you can't help your child settle on a long-term goal, try an **esteem** or **belonging** goal (You show 'em! or Make the family proud!).

You may also have to help your child by encouraging and recommending some short-term goals, (**milestones**) for the week, for the study session, etc. **Milestones** can be a big help as they get your child feeling confident through a sense of achievement. But they also signal the point at which you can put relaxations and distractions into the plan. Though the primary need is to study, a set discipline that says, for example, 'complete the two revision topics, then have a half-hour football kickabout', or 'complete the write-up of the essay notes and then have a music session', will keep study and relaxation in perspective.

'... keep
study and
relaxation in
perspective ...'



Chapter Four

Effective Studying

Exams require your child to remember and recall things, and for this your child has to study. There just isn't any way round this, and no instant solution. What you can do however is try to make sure that the study time is used in the most efficient and effective way, and that it becomes an accepted routine rather than a hated chore.

So how can this best be done?

Firstly it's essential to establish an **organised study routine**. This means setting aside regular times for study, and nothing short of an emergency should be allowed to intrude on them. You can help a lot here by making sure the household schedule and timings fit in with your child's study schedule and helping to maintain the routine, such as **Home from School ---Cup of tea---Period of study---Supper---Period of study---Relaxation ---Bed**. It won't always work, and there will be disruptions, but these occasions should be the exceptions.

Your child also needs **an appropriate place**. The ideal physical environment is as follows:

- It is comfortable and suitably warm.
- It is well-ventilated and well-lit.
- It is quiet and free of distraction.
- It has adequate working space.

'It is possible to gain better marks by studying more effectively rather than for longer'.

Source: Skills4study.
www.palgrave.com.

There are plenty of other attributes one can think of, naturally, but even the elements above are not necessarily easy to provide in the average family house. If your child has his/her own bedroom then you may choose to make some changes to the study area ... a raised bunk bed that provides a workspace beneath it is quite an effective solution to the requirement, but other distractions in the room will have to be managed. If there is space to keep reference books, files, previous work and notes, then so much the better.

One of the important benefits of having an appropriate study space is that it makes it easier for your child to **get into a routine**, and for the rest of the household to get used to the routine as well. There may well be some initial friction as the new arrangement affects others in the family, so you'll need to help your child through this.

'A key element for effective study is to have a positive attitude'.

A key element for effective study is for your child to have a **positive attitude**. Try to reinforce the positive attitude with your own, and remember there will probably be times when it will need some extra propping up.

Habits of regular study do tend to bring their own rewards in the form of satisfaction and sense of achievement, like the completion of an assignment on time or a good grade in an assessment. However, you can also add some **rewards** into the process such as small treats when targets have been met or expectations exceeded. A bar of chocolate when your child gets a better-than-expected result on a homework assignment does no harm at all, and reinforces the message that you are there supporting his/her efforts.

The most important way you can help your child is to help him/her to develop and adopt **effective study habits**. This is not an easy thing to do. There may be habits to break and behaviour that needs to change, and the list of necessary qualities may seem hopelessly long, but you being *aware* of these qualities is a start.

Read the list below and see how many elements you can actually help with – as for the rest, well, your child's going to have to manage those alone, with as much encouragement as you can provide.

Qualities of an effective student

- Is organised.
- Produces study timetables with specific goals.
- Studies at regular times.
- Studies in a suitable place.
- Has a positive attitude.
- Rewards himself/herself for success.
- Settles quickly to work.
- Devotes sufficient time to study.
- Gives adequate time to difficult/uninteresting topics.
- Notes the advice given by tutors.
- Considers the ideas of fellow students.
- Asks for help when it is needed.
- Produces careful notes.
- Revises work regularly.
- Maintains an interest in his/her studies.
- Sets aside time to relax.
- Eats and drinks sensibly.
- Builds on his/her strong points.
- Keeps things in perspective.
- Refuses to be disturbed during study sessions.

'Set SMART-F targets:

S trategic
M easurable
A chievable
R ealistic
T imebound
F lexible'.

Source: Skills4study,
www.palgrave.com.

- Obtains all the information that he/she needs.
- Maintains a level of motivation.
- Sets clear deadlines.
- Turns off the music when studying.
- Turns off the TV when studying.
- Turns off the mobile phone while studying.
- Plans the study schedule so that things aren't left to the last minute.
- Has a determination to succeed.



Weekly Evening and Weekend Study Timetable Week Ending: _____

Plan: Subject A - Prepare for modular test Subject B - Complete final draft of assignment
 Subject C - Initial research for essay Subject D - Practice exam questions

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6.30 - 7.10	Sub. A - Topic i	Sub. A - Topic ii	Sub. A - Topic iii	Sub. A - Topic iv	Sub. A - Topics i & ii	9.00 - 9.40 Sub. A - Topics iii & iv	Sub. A - Final preparation - all topics
7.10 - 7.50		Sub. D - Qu.1			Sub. D - Qu.2	9.40 - 10.20	
8.10 - 8.50	Sub. B - Begin amendments to first draft	Sub. C - Begin examination of resources	Sub. C - Begin making notes	Sub. B - Finalise amendments to first draft	Review of work covered this week in Subs. A-D	10.40 - 11.20 Sub. B - Write up final draft	Sub. D - Qu. 3-4
8.50 - 9.30						11.20 - 12.00	

Figure 2. An example of a weekly evening and weekend study timetable. A blank study and revision timetable sheet, which you can photocopy, is included at the end of this book.

Chapter Five

Keeping Healthy

Keeping healthy is something to aim for all the time of course, but your child needs to be on top form for effective studying, and may not be able to fulfil potential if tired, run down, or suffering from a succession of minor ailments like colds and flu. This is particularly important during the period leading up to the exams. Being on good form mentally is equally important and your child needs to be as free as possible from worry and anxiety, to have a positive sense of self worth and confidence, to be able to handle the pressure and anticipation sensibly and rationally, whilst still being able to enjoy life and friendships.

Obviously individual circumstances vary and not every child is fortunate enough to enjoy physical health to the full. Nor is it possible to always be able to avoid the emotional stresses that are so often a fact of life amongst the young. But it's worth being aware that the exam phase of life places an additional burden on your child's emotional life and that it's necessary to take whatever steps possible to ensure a high degree of fitness for the course in general and the exam period in particular.

Some extra emphasis on 'wellness for the exams', with a good-natured focus on diet, exercise and good sleep patterns will help to introduce a sensible regime which your child can perhaps be encouraged to follow.

'... extra emphasis on "wellness for the exams", with a good-natured focus on diet, exercise and good sleep patterns will help introduce a sensible regime ...'

This is not the place to define a **well-balanced natural diet**, but sufficient to say that it is important for your child to eat healthily. There is a temptation to consume too much coffee and tea during lengthy revision periods, and these excite rather than calm the nerves. A carton of fruit juice is a better thing to have in the house.

Recognise that it is a stressful time for your child and there are a host of unknown fears to be faced. Try to help him/her find a means of **positive relaxation**, whether it's yoga, music, jogging, jiving, etc. Ration it sensibly, but recognise that it is necessary.

Try to make sure your child gets **regular** and **sufficient** sleep. An occasional late night should not be a problem, but if it happens frequently it may certainly become one. If sleep is a problem, try to encourage finding a solution in a **relaxation method** rather than resorting to pills.

'... for the maximum chance of success your child needs to remain as positive, calm and healthy as possible'.



Do encourage your child to **exercise regularly**. It improves powers of concentration and sense of well-being. Half an hour's football or a brisk jog around the block each day will do wonders for the circulation and help the brain function.

Try to protect your child from **damaging emotional problems**, as far as you can. It is not the time to present your child with problems that can wait until after the exams are over. There are a host of added tensions present as a result of the studies, so try to reduce the effect of things likely to add to them. A certain mild level of anxiety is perfectly normal, even helpful, at examination time, but for the maximum chance of success your child needs to remain as positive, calm and healthy as possible.

There are a number of books and publications about diet, relaxation, etc, and it may help to consult some of them. If you feel that professional advice is needed, your child should consult a doctor or the college health practitioner.

Chapter Six

Taking and Keeping Notes

Has anyone discussed note-taking with your child? Note-taking is a skill that can be practised, and your child may well need some pointers as to how best to do it.

It's a good skill to develop because:

- It helps the listener to pay attention.
- It helps to organise one's thoughts and ideas.
- It records the information presented.
- It helps the reader remember the information.
- It builds a revision tool.

Not everyone finds note-taking easy, whether it is from a spoken lecture or from a book. There are all kinds of note-taking techniques and many university publications on the subject can be found on the Internet. One of the most powerful note-taking tools is the **Mind-Map**, which encourages the listener to record relevant ideas in a graphical diagram that is easily recalled, and this is taught in many schools. It needs some practise to become skilled, along with some trial and error, and not everyone likes it, but it is a very powerful technique that your child should at least try out.

Whatever note-taking technique is to be used, the aim is the same. The most important items must be identified and recorded in such a way that the **presented material can be reconstructed** from the notes taken.

'When taking notes from any source, keep in mind that you are attempting to make a compressed and accurate record of information'.

Source:
www.mantex.co.uk

They only need to be read by the note taker who can use a completely personalised system provided it works. However, notes need to have certain **key attributes**:

- Easily read.
- Brief.
- Clear.
- Useful.
- Organised.
- Relevant.

Most schools and tutors give some guidance on note-taking and the best help you can give your child is to try to discuss the guidance and see if the suggested methods are going to be helpful, or at least given a try. If note-taking as a topic seems too vague and abstract, then it might help your child if you pick out a subject where notes have been taken and see whether they have been understood, and if they have the key attributes as above. See how well your child can make sense of the notes because this can help to find flaws in the note-taking which can then be fixed.

Usually tutors are happy to review their students' note-taking and to give advice, so if you think your child is finding note-taking hard it should be easy to get some extra help. This will pay big dividends later and is worth doing.

Some subjects will require more elaborate notes than others. However, *all* notes will need some tidying work if the material is to be something which helps at revision time. The best habit to have is one where your child reviews the notes **the same day they were taken**, amends them as appropriate and then files them. This will provide four very important effects:

- Reviewing the subject the same day reinforces the learning.
- Tidying the notes increases the understanding.

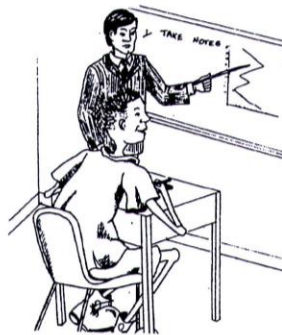
- Gaps in understanding can be identified and noted as questions for the teacher.
- A better revision tool is created for later use.

Reviewing and writing up notes is best if treated as an **automatic homework assignment**. 'Self-imposed homework' is not the easiest habit for your child to form so you will probably have to give some encouragement for this along the lines of 'Do it before you forget it'.

With writing-up, remind your child that the notes are going to be used later for revision, so it's just as well to **get the ideas down clearly**.

'Write them so that someone else can understand them, then you will be able to understand them yourself later on.'

Note taking from textbooks or reference books is slightly different in that the student is not recording material 'in-flight'. Making notes **in one's own words** at the end of a section or chapter is well known to be **one of the most effective ways to study**. The action of re-phrasing the content actually causes a thinking and remembering process (copying the textbook out word for word is not nearly as effective) and also helps in the creative process that will become essays at exam time.



Another good thing for your child to remember is to put references in his/her notes. If during revision there turns out to be something on which more depth is needed, and it's necessary to go back to the original book, then a link to the chapter and page can save hours of scratching about – it's also handy if references have to be quoted in essays.

Textbook notes also need to be assembled in some kind of a framework (the subject teacher can help here) so that they can be filed and retrieved later on as revision items. Use chapter headings and sub-headings from the textbook, or website references, if they fit in with the overall syllabus. A diagram (such as in Figure 4) is a good idea as it can be added to as the study year goes on.

It's good to space out notes on the page because it makes them easier to scan and to amend if necessary. It's best to file them in a loose-leaf ring binder as this makes it easier to add later items in the right place. Other pages, such as handouts from tutors, can also be filed there, and hard copies of material downloaded from the Internet can be inserted also.

Every student has his or her own way of setting up files and notes, and the school or college may also have some advice, but be prepared to spend a few pounds on office equipment such as ring binders, a hole punch, separators, etc, and encourage your child to get a system going early. One binder per subject is a start, but there may be a need for more than one binder for some subjects.

Some students will prefer to keep all their notes on their computer so that they can share them with colleagues by emailing useful items to each other. There's nothing wrong with this just as long as their system has the key attributes – in fact MS Windows can do a lot of the organising very effectively.

THE INDUSTRIAL REVOLUTION IN BRITAIN		
Factors affecting the Ind. Rev.		
Population growth		- Source of labour - Growing market for manufactured goods
Changes in agriculture		- Food produced more efficiently - Movement of workers into industry
Development in transport		- Roads, canals and later railways led to greater mobility of people, ideas, raw materials and goods
Raw materials	: Coal : Iron	- Main energy source of the Ind. Rev. - Principle material of the machine age
Geography		- Natural waterways - Location on N.W. edge of Europe
Technological change		- New inventions in industry and transport e.g. in the textile industry which led to factory system - Water and, later, steam-driven machines
Commerical, financial and social factors		- Development of trade - Appropriate commercial and financial institutions - Capitalists willing to invest in new technology and ideas
It is impossible to identify the most important of the above factors or of the accompanying intellectual, scientific and cultural advances. They were interconnected and it was their unique and complex combination which was significant in leading to the Ind. Rev. in Britain before those in other countries.		

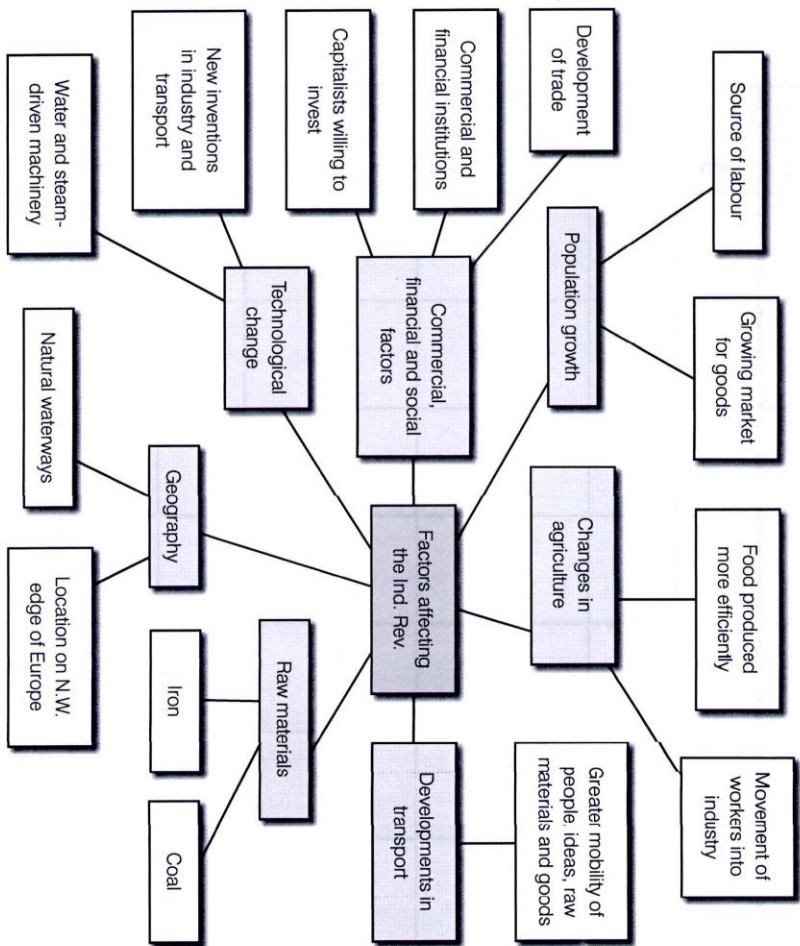
Figure 3. An example of how notes *might* be laid out in order to make future reference straightforward.

Overall Course Planner

Subject or Topic	Year One									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Overall Course Planner

		Year Two									
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun



Need2Know

Figure 4. An example of how a diagram might be used for recording of the same basic ideas as in Figure 3. The visual impact could be improved by the use of colours. For example, the central idea could be shaded one colour, the main ideas which relate to it another colour and the ideas which develop from each main idea another colour.

Chapter Seven

Essay Writing

The ability to write essays is an important skill to have. Examiners like to test using essay questions because they not only test the candidate's **knowledge** but also the candidate's ability to **think through the knowledge** and **present it clearly**.

Some students find essay writing difficult and demanding. However, there is a way of going about it that makes it much easier. Whether your child finds essays easy or hard, it's a good idea to go through this section together. You may find that your child already does all or part of what is suggested here, but still there may well be some extra hints to follow.

There is a successful 'how to' formula that can be applied to essay writing, which helps to make the job much easier:

- Read and understand the question.
- Plan out your response from start to finish.
- Check that it answers the question.
- Check that the sequence makes good sense.

And then

- Write out the essay.
- Read it through.

The essay itself needs an introduction, a main body and a conclusion. The components have contents as follows:

**'Don't wander
off the subject
Don't rush
Don't cheat
Use style
as well as
substance'.**

Source:
The Essential Guide,
www.ics.leeds.ac.uk.

a. Introduction

Puts the question in context, explains briefly what the main points are and outlines the conclusion. This is the point at which the writer can make an extra check that the question as set is being answered.

b. Main body

This is a series of paragraphs, in a logical sequence, that cover each of the main ideas that are to be presented in answer to the question. Each main idea should have a paragraph of its own and relate to the main points that were outlined in the introduction.

c. Conclusion

This refers to the question as it was set and explains how the points made in the main body have answered it. Note that if an opinion is invited in the question (e.g. to agree or disagree) then the opinion should reflect the arguments that have been made in the main body. It is perfectly acceptable to neither agree nor disagree if the arguments seem to be balanced – the exercise is in formulating and presenting the arguments, not whether the examiner agrees with the candidate's opinion.

Reading it through

This is the opportunity to correct any spelling or grammatical errors and cross out any rough workings. The essential thing at this point is to make the work as easy as possible for the examiner to read.

Most essay questions, whether they are part of coursework or part of a final exam paper, can be approached using the formula above. Essay writing is a *skill*, which means it can be **improved with practise**. It's a useful skill in many areas of later life so encourage your child to practise, under simulated exam conditions if possible, so that the technique becomes familiar and the approach is automatic.

Chapter Eight

Coursework Assignments

Many subjects include special projects or assignments, which are **assessed** and **marked** separately from the exam process.

If this is the case then it is important to know *exactly* what the coursework assignments are, what form they are to take, how long will be allowed for them to be completed, when they have to be handed in and **what percentage marks** they contribute towards the final grade. Once you know this the tasks need to be scheduled into the timetable.

By far and away the biggest problem that occurs with coursework tasks is that students do not allocate enough time to complete them. They tend to underestimate the time they need for an assignment, and often because it is a big undertaking they tend to *put off* starting it. It is also true that to have to manage a project like this can be an unknown experience, so you can help if you provide some kind of a model or framework. At least if you can suggest that your child breaks the project up into stages and sets completion targets to each stage then you will have pointed him/her in the right direction.

A key reason for this is to make sure that handing-in (submission) deadlines are met without panic, last-minute rush and the inevitable compromise of quality and marks.

Coursework assignments are **a very good way to earn high marks** but they need to be compiled in an organised fashion.

'... it is important to know *exactly* what the coursework assignments are ...'

'Time spent in preparation is well spent'.

Source: Skills4study
www.palgrave.com.

Here is a general schedule which will help focus ideas as to how to set about the project:

- a) Agree the scope.
- b) Carry out the study.
- c) Assemble the information.
- d) Complete the first draft.
- e) Produce the completed assignment.

Note that each of these stages can be reviewed with the tutor, who can then provide guidance and direction on how to improve the final submission. By getting feedback on stages (a) to (d) **well in advance of any deadline** your child will be able to correct errors or gaps and so turn in a respectable submission. Other things can go wrong of course, but finding a glaring omission halfway through writing up the final draft is not bad luck, it's bad organisation.

The best contribution you can make is to talk through the elements (a) to (e) above and help your child to set them into a schedule. A week might be suitable for phase (a), two weeks possibly needed for each of (b) and (c), a week for (d), leaving two weeks for the final version (e) and any polishing.

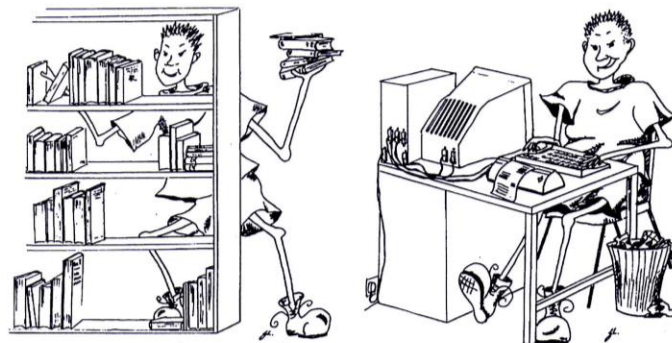
Often tutors will have several pupils with coursework projects, all of whom will be expecting various reviews and feedback. All tutors have time constraints, so getting your feedback sessions in early, before the rush, will get your child a better use of the tutor's time.

Encourage your child to make a start on the assignment as soon as it has been given out. Time will be needed to think it over, make notes about any aspects that need to be queried and generally set about the first phase of agreeing the scope. This may well require discussions with colleagues or the teacher/tutor, and if so remind your child to **make good notes**

about what is agreed. Notes on the scope will probably be needed as an appendix for the final submission in any event, but they will also come in handy before then as a checklist.

Having a well-described scope and specification will make the next phase a lot simpler. The research, information gathering, experimentation or whatever the assignment entails will be defined as a relevant item within the scope of the content, and will be that much easier to understand and appreciate. The whole study phase will become much easier to undertake and to complete because your child has a clear overall idea of what has to be done. This will also mean that the right emphasis will be placed on important content, and your child won't be tempted to waste time or become sidetracked.

Your child may need some help getting hold of the material needed. The tutors should be able to help here, but if you have some Internet skills you may be able to lend a hand yourself. Make sure your child knows that you are ready to add some support if it is needed.



As the time comes to write the first draft it may be useful to remind your child of good essay writing techniques – nothing helps the writing task more than a good outline plan, and this can take the form of notes, mind-maps or whatever method your child finds most helpful. However, it's also important to make it as tidy as possible – the idea is to get helpful feedback from the tutor, and if the draft work is hard to decipher it will make an evaluation task harder for the teacher, so the advice may not be as helpful. Criticisms about legibility or presentation are not nearly as useful as suggestions as to possible content to be added, or other ways to approach an analysis.

'... the test
is not how
well your child
handles Google
but how
the material
located is
assessed,
assembled,
evaluated and
presented'.

Make sure also that you are invited to read both the first draft and the final submission – your show of interest will boost the morale of your child. It will also help your child to see that coursework is not just a burden, but something that you think is important – as indeed it is.

It's not possible to leave the subject of coursework without discussing the use of the Internet. Masses of information on a coursework topic can be accessed in a few moments, and there is nothing wrong in that. Looking things up in encyclopaedias is not that different. The **trap to avoid** is thinking that simply cutting and pasting the material from websites will meet the coursework requirements. The likelihood is that the question is framed in such a way that original work will be required, so the test is not how well your child handles Google but how the material located is assessed, assembled, evaluated and presented.

There may be temptations to try to short cut the work and plagiarise, but as a rule these submissions are **very easy to spot, and will attract low marks**. If your child wants to get good grades, and wants to use the coursework results to help get them, then it is undoubtedly better to hand in original work, but (of course) acknowledging referenced sources.

Chapter Nine

Past Exam Papers

The exam authorities are constantly revising and updating both their syllabus contents and their assessment methods, and your child may even be among the first to sit an exam in its new form. Access to old papers also depends on the policy of the examining authority and whether they are in print or not.

Nevertheless, you should make every effort to ensure that your child has access to as *many* past or sample examination papers as possible. The tutors/teachers should have at least some of those that are available, but if not you can write to the examining authority directly. Your child should have the papers that are *exactly* in the form that is to be met in the actual exam, so if the form has changed recently make sure the sample papers are in the new form. Papers used before that time may be helpful but should be used with caution as, for example, they may cover topics that are no longer in the syllabus. If the exam is in a new form then the examining authority will almost certainly have produced a sample paper.

In addition to gaining access to past papers the teachers/tutors should be able to acquire the appropriate **marking schemes**. This again will depend on the policy of the examining authority but if available they will provide a great deal of insight into the kind of answers examiners are looking for. Some good guidance should come from the teachers/tutors in any event, and, if possible, you should study it to a level that you can discuss it with your child, which will be helpful.

'marking schemes ... provide a great deal of insight into the kind of answers examiners are looking for'.

It may be necessary to purchase past papers and marking scheme material, in which case be assured that this will be money well spent. A few minutes on the Internet and a quick search of ebay can turn up a wide range of possibilities for you.

The big benefit your child will gain from past papers is that of **familiarity**. By **reading the instructions** in several papers, getting a feel for **how many questions** are to be answered and seeing **how much time** is allotted, there will be fewer surprises on starting the paper on the day and a calmer and more confident attempt can be made.



Another big help is to get a feel for the **style of questions** that are to be answered. It will become clear that questions fall into separate sections and follow certain patterns. Your child can become familiar with the particular wordings that are used and understand what is required when questions are worded in slightly different ways.

Past papers also allow candidates to **practise**. Taking one question at a time, with breaks in-between if necessary, your child can spend half a day doing a complete paper to exam timings, and then hand it in for the tutor's comments. Careful feedback at this point is very helpful both for building confidence and sharpening answering skills.

Past papers will also allow your child to **predict** likely topics. Nothing can be guaranteed, but if there is a choice of questions and the format has been the same for a number of years, it may be possible to forecast with some accuracy the most likely topics that will come up. This may help focus revision on particular areas because of the high likelihood of there being questions on the given topics, but of course neglecting other areas where there might be a question should be avoided.

'Past papers will also allow your child to predict likely topics'.

Chapter Ten

The Final Weeks Before the Exam(s)

Helping your child get into the habit of working hard in a disciplined way has been a major theme in this guide. More than anything the final six or eight weeks have a special importance in all those topics and subjects that are to be examined. What is done at this stage can make the difference between a pass and a fail, or between one grade and another.

If you have managed to get your child to follow the advice on previous pages, a good deal of revision has already been done before the final weeks – in fact steady revision has been under way since the original learning of the topic. But even if this has not happened to the extent it perhaps should have, it is possible to raise your child's exam performance considerably by what is done in these few weeks. But the key is not to use the final weeks focussing on new learning or skills, but to **concentrate on subject matter previously understood and learnt**.

Most schools complete teaching the exam syllabus some weeks before the exams for the express purpose of setting aside a revision phase. The length of the revision period will vary subject by subject, so try to find out where your child is on each – for example, there may be six weeks available to revise Subject A, but the syllabus for Subject B might leave only two weeks for revision, in which case it might be best to try to get Subject A revised and 'bedded down' in time for an effort on Subject B.

'... concentrate on subject matter previously understood and learnt'.

**'... you can
assemble the
outline of a
very effective
revision
plan ...'**

As you enter the revision phase it becomes more important than ever to be disciplined and well organised – the teachers can structure things a bit, but your child (with your help) has really got to take over the task in order to meet his/her individual needs. The teacher may be emphasising Topic (i), for example, but your child might be on top of this element but feeling less confident on Topic (ii). The real requirements of the revision phase are therefore highly individual, and only your child really knows where the emphasis needs to be.

If you can lay hands on a summary of the syllabus (and the teachers should be able to help here), you can help your child enormously by having a 'walkthrough' of the syllabus and assigning confidence levels A/B/C/D to various topics. Out of this you can assemble the outline of a very effective revision plan with the key topics scheduled, and even plan to include some tests to help confidence-building.

Another key aspect to address is the **time of day** that best suits your child for revision. You can help here by adjusting the household timetable around a little to best fit with the revision and homework cycle – and your child will appreciate that an effort is being made to accommodate his/her needs, which will add to the feeling of being supported.

A very good thing to do at this stage is for your child to produce a chart which covers each of the days in these final weeks. The days and times of each of the exam papers can be shown and an overall revision schedule, topic by topic can be written in. The psychological value of this is tremendous. Instead of haphazardly working on topics while worrying about others, your child knows that there is **a plan** to cover all the topics, and can set about them more calmly. See Figure 5.

Weekly Evening and Weekend Revision Timetable Week Ending: _____

	Mon	Tues	Wed	Thurs	Fri		Sat	Sun
6.30 - 6.50	Sub. A - Topic i Main points to postcard and learn	Sub. B	Sub. C	Sub. D	Sub. A - Topic iv Discuss with fellow student	9.00 - 9.50	Sub. B	Sub. C
6.50 - 7.40	Sub. B	Sub. C	Sub. D	Sub. A - Topic iii Main points to postcard and learn	Sub. B	9.50 - 10.40	Sub. C	Sub. D
8.00 - 8.50	Sub. C	Sub. D	Sub. A - Topic i/ii Write main points from memory and check	Sub. B	Sub. C	11.00 - 11.50	Sub. D	Sub. A - Topic iii Attempt question from past paper
8.50 - 9.40	Sub. D	Sub. A - Topic ii Learn main points - Test by verbal recall	Sub. B	Sub. C	Sub. D	11.50 - 12.40	Sub. A - Topic i/ii Produce outline answers to two past essay questions	Sub. B

Figure 5. An outline example of a weekly evening and weekend revision timetable. Ideas for revising Subject A have been included. A blank study and revision timetable sheet, which you can photocopy, is included at the end of this book.

'... children
who take part
in organised
activities benefit
developmentally'.

Source:
[education-marketing@
yahoogroups.com](mailto:education-marketing@yahoo.com), 10th
October 2006.

Active vs passive revision

Something that often gets overlooked is the need to make revision **active** rather than **passive**. Rather than reading through notes, your child will absorb far more by doing something positive. Here are some examples that you can encourage.

Self test at regular intervals. This can involve writing out the main points of topics from memory, or writing answers on questions from past or specimen exam papers. Of course, you can help with oral tests where relevant.

Attempting some problems from a different approach. This does not mean addressing a fresh topic so much as applying knowledge to different situations or examples.

Writing out some outline answers to essay questions. Take these from specimen papers or past exam papers if possible.

Verbal recall of the main points of topic notes. This can be helped greatly with good use of 'mind-maps', if the candidate is familiar with this technique.

Postcard notes. Putting topic notes (or mind-maps) onto postcards can be a powerful aid to recall. The action of writing out the card helps to internalise the information and then provides an instant revision tool for spare moments.

Topic discussion. This can be a big help in clarifying learning, particularly if the other person involved asks questions that cause your child to think carefully. You may need to get the help of some of the teachers for this.

Using past papers. There is plenty of nervousness associated with taking exams, and the more this can be reduced by practising the better. Practise will help with timing, with focus on the topic and also familiarisation with a host of secondary factors associated with the whole process. A candidate

who has practised taking a two-hour paper many times and knows what to do will often make a better showing than a cleverer candidate who has never been under exam conditions. It is far better to have misread a question while in practice mode, or to have used time badly, than to make this mistake 'on the day'.

Properly done, revision is a time-consuming business, and however much time is put in, and however well-structured and organised the activity, there is always a feeling that more could (or should) have been done. It may help your child to use time better by **focussing entirely on a reduced number of topics**. If there is to be a choice of questions then there may be some topics that your child will not choose to attempt. It may be possible to be selective in the revision (e.g. I am not going to attempt Topic X so I will not waste time revising it). However, this strategy has some risks associated with it of course, as it restricts choice on the day.



In the final weeks before the examination make sure that you both know **where** and **when** the exam will take place. Don't leave this until the last minute, particularly if a different travel arrangement is involved. A rush on the day will cause unnecessary additional stress that is not needed. Some stress and anxiety is inevitable, and even helpful, but a high level will be disruptive and produce poorer results.

Finally, on the night before the examination you must discourage hours and hours of last-minute cramming. If the revision prior to this point has been thorough, it will only need an hour or two to revise and strengthen impressions. However, it is as well to make sure your child has carefully assembled everything that will be needed for the following day – pens, pencils, erasers, ruler, calculator, etc. Better to discover that a protractor has gone missing while there is time to find it, than when you should have left the house 10 minutes ago.

Chapter Eleven

The Day of the Exam

Hopefully you haven't left reading this section until the day itself. Better that you and your child read and reflect upon it several times during the weeks leading up to the big day.

There isn't any new advice in this section, but it does contain suggestions that generations of exam candidates can testify to.

They are presented as a series of **do's** and **don'ts** for the examinee, but also indicate where you as a parent can help directly. These are mostly common sense, but well worth thinking about. You need to do what you can to make these suggestions possible. Go through them together.

Do ...

Get up early. Much better to have plenty of time to become organised than to be rushing about. Allowing extra time will give your child a better chance of staying calm.

Eat a good breakfast but don't drink too much. Your child doesn't want to be distracted by hunger during the exam, but neither does he/she want to be desperate for the toilet during it.

Remember that some degree of anxiety is quite normal. Calm your child with the thought that proper preparation has been done, and there is every reason that proper justice to their ability will be done. Try to steer any anxiety into anticipation, such as is felt at a sports match or before a stage performance.

Make sure that the essential items for the exam, such as candidate number, pens, erasers, rulers, and spares, are all prepared the night before. This helps instil a feeling of 'I'm ready' and helps relaxed sleep.

Target to be ready at the examination centre 10 minutes before the start time, including a last-minute visit to the toilet. This is long enough to find out where to sit without rushing, but not long enough to hang about worrying and getting nervous.

Suggest your child avoids the crowd and avoids entering into conversations before the start. Better to focus on positive thoughts and stay calm. This is hard to do, but advice such as 'keep your focus and don't get distracted' may help. Importantly, calm advice from you will do much to combat the last-minute nerves.

'Try and steer any anxiety into anticipation ...'

Be prepared to stay with your child until the last minute, unless this is likely to cause embarrassment (though for every schoolmate that jeers there will be another who feels a bit envious). This can contribute greatly to morale, particularly if the subject is one in which your child lacks confidence.

Remind your child of the key tasks for the first five minutes:

- Read through the entire paper carefully.
- Check if there are any compulsory questions and tick them to do first.
- Double-tick ^ ^ those questions you can answer well.
- Single-tick ^ those you feel you could attempt.
- Cross X those you don't want to attempt.

Application of this relatively simple discipline will give your child a perspective of the paper and some balance in the answers. By doing the preferred questions first, the chances of scoring a better mark is much improved. Try to get this idea accepted early so that the technique can be practised during 'mock' exams, on trial papers, etc.

'Mock' and trial papers also provide a very important opportunity to learn how to manage timing. If the paper is two and a half hours and there are five questions to be answered, your child should work to finish each of the questions in less than half an hour – some time for reading through and correcting is vital. Some practise at home with the kitchen timer is a good investment of time because it gets your child used to the rhythm of sitting a paper. This is an important element to remember on the day, but well worth understanding in advance.

There is an important tactical element to timing also. Tempting as it may be to spend two hours on just three questions to get 18/20 marks, it won't be as effective as spending less time for 15/20 marks, and picking up an additional 7 marks for relatively weak answers to each of two additional questions – the difference might mean a higher grade, or a pass, rather than a fail.

Also note that if there is a mark allocation for each part of a question then the most concentration needs to go into the parts of the question carrying the most marks.

Encourage your child to expunge all thoughts of the exam once out of the exam room. There is nothing more that can be done, and it may well undermine confidence if a post-mortem is undertaken. The results will come in the fullness of time and if the work has been put in effectively they should reflect your child's ability and hard work.

Arrange a little reward when the paper is over. At least encourage some exercise and relaxation – it may be necessary to get ready for another exam paper the next day, so keep the celebration under control, but some mental relaxation is very necessary.

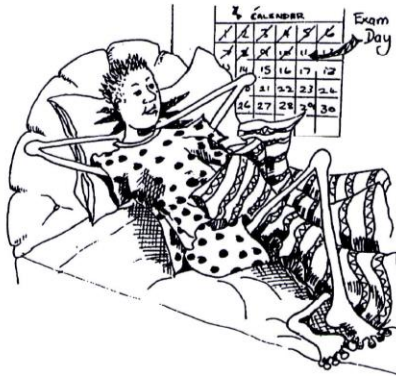
Exam tips for your child

Remember to re-read each question very carefully before starting to write. Identify any key words like 'discuss', 'outline', 'identify' and 'evaluate', and circle them. Think through and take a minute to plan your response before starting your answer.

Remember to always number the question or part of the question that you are answering. If the exam paper asks you to show the numbers of the questions you have answered on the front of the paper then make sure you leave time to do this.

Answer the question as set. Resist the temptation to write all that you know about a topic irrespective of what is being asked. You will probably use up more time than the question is worth.

Don't panic if your memory seems to fail you. If what you are trying to remember simply won't come back to you, start another question and come back to the problem later. Don't spend too long on a difficulty, and don't allow yourself to be unsettled by one.



Write as legibly as you can and present your work in a manner that the examiner will find comprehensible. The exam is not a test of handwriting or presentation but the examiner will be more at ease (and more tolerant of minor errors) if your work is clear and easy to follow. Be sure to cross out any rough working, and avoid writing in the margins – leave these for the examiner to use.

Let the examination supervisor know of anything that is disturbing you, such as a noise outside the exam room or another candidate nervously tapping a pen or pencil.

Check your paper at the end and read through what you have written. Even with the best of preparation it is possible to make silly mistakes and these can only be picked up by reading through. If you do find a mistake where you have badly misinterpreted a question, write a brief note under your answer explaining that you realise your error and explaining how you would have answered now that you realise your mistake. You will be given a few marks for your answer at least, rather than a zero score.

Don't be tempted to cheat or to help others to cheat. At best, if caught, your paper will be cancelled. At worst, the examining authority will bar you from all other examinations. The pressures to pass may be intense, but the penalties attached to cheating are far too great. In any case there should be confidence that the good work done to date will pay off. Also, however anti-social it may feel, it's best to ignore all other students in the exam room.

Chapter Twelve

Final Thoughts

Remember that this is only an introductory guide. If your child needs further help make sure that it gets sought out. The tutors and teachers are there to help, and in addition there are a number of more detailed exam guides and study guides on the market, and some good tutorial sessions to be found on the Internet.

Encourage your child to attend classes or lectures, even if these are optional, as frequently as possible. Focussing on the subject together with others helps to expand understanding. Sometimes one student can ask a question that is a massive help to others, and don't forget that there is some extra enthusiasm to be gained from his/her companions (or fellow sufferers!).

Help to keep up the impetus. Some students will say that they are not worried about revision or exam practice, or that they know everything that they will need. That's not how it works. Encourage your child to stay focussed on doing all the work and trying for a star rating.

Keep the tutors and teachers involved by encouraging your child to try extra sample questions and getting the teachers to mark them and comment. Most are keen to help enthusiastic students, and the feedback will be valuable.

Discourage comparisons of performance with those of other students. Individuals are different and some are more gifted than others in certain areas. Encourage your child to set 'personal best' standards and to aim to reach them. A little rivalry is not a bad thing provided it keeps the motivation positive, but it can generate negativity very easily.

Remember there are no short cuts. Success in examinations can only be assured by hard work. The student will need to accept that the work may often be tedious or difficult, and that there will be times when it would be nicer to be doing something else.

Finally, remember to always be positive and to show confidence in your child's abilities. If the work is put in throughout the course, help is sought when needed and effort put into preparation for the exams, then the child will do justice to his/her abilities.

Good luck! And never lose sight of the thought that ...

FAILING TO PREPARE IS PREPARING TO FAIL!



Help List

Your child's school should be able to provide you with the biggest source of information and support. However, this section provides additional sources that both you and your child may find of benefit. Visiting any good bookshop will also offer the opportunity to browse the large number of study and revision guides available.

For parents

Department for Children, Schools and Families

The UK Government's website for education

Department for Children, Schools and Families, Sanctuary Buildings,
Great Smith Street, London, SW1P 3BT

Tel: 0870 000 2288

info@dcsf.gsi.gov.uk

www.dfes.gov.uk

www.parentlineplus.org.uk

Website for parents to help cope with exam stress

www.schoolsnet.com

Schools guide for parents

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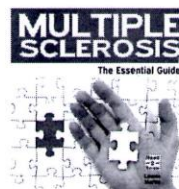
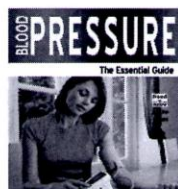
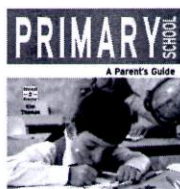
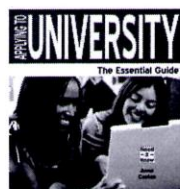
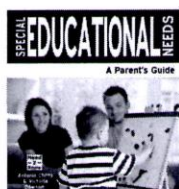
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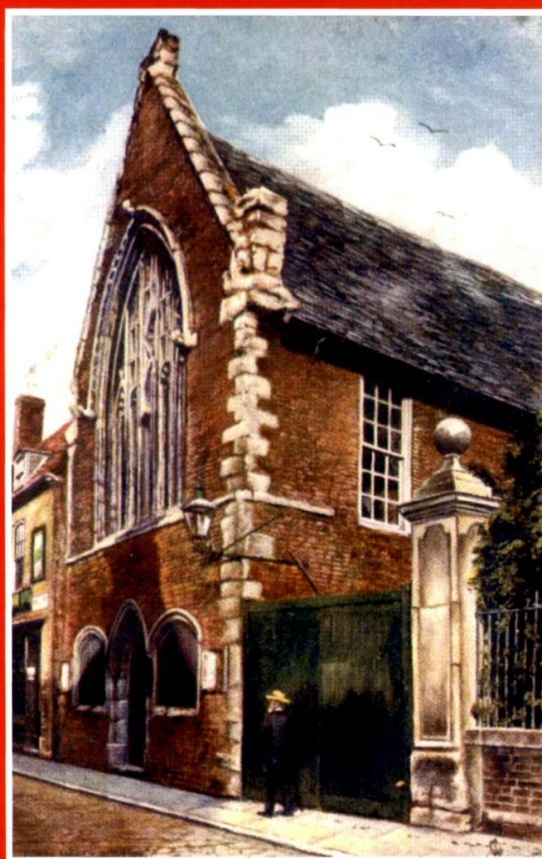


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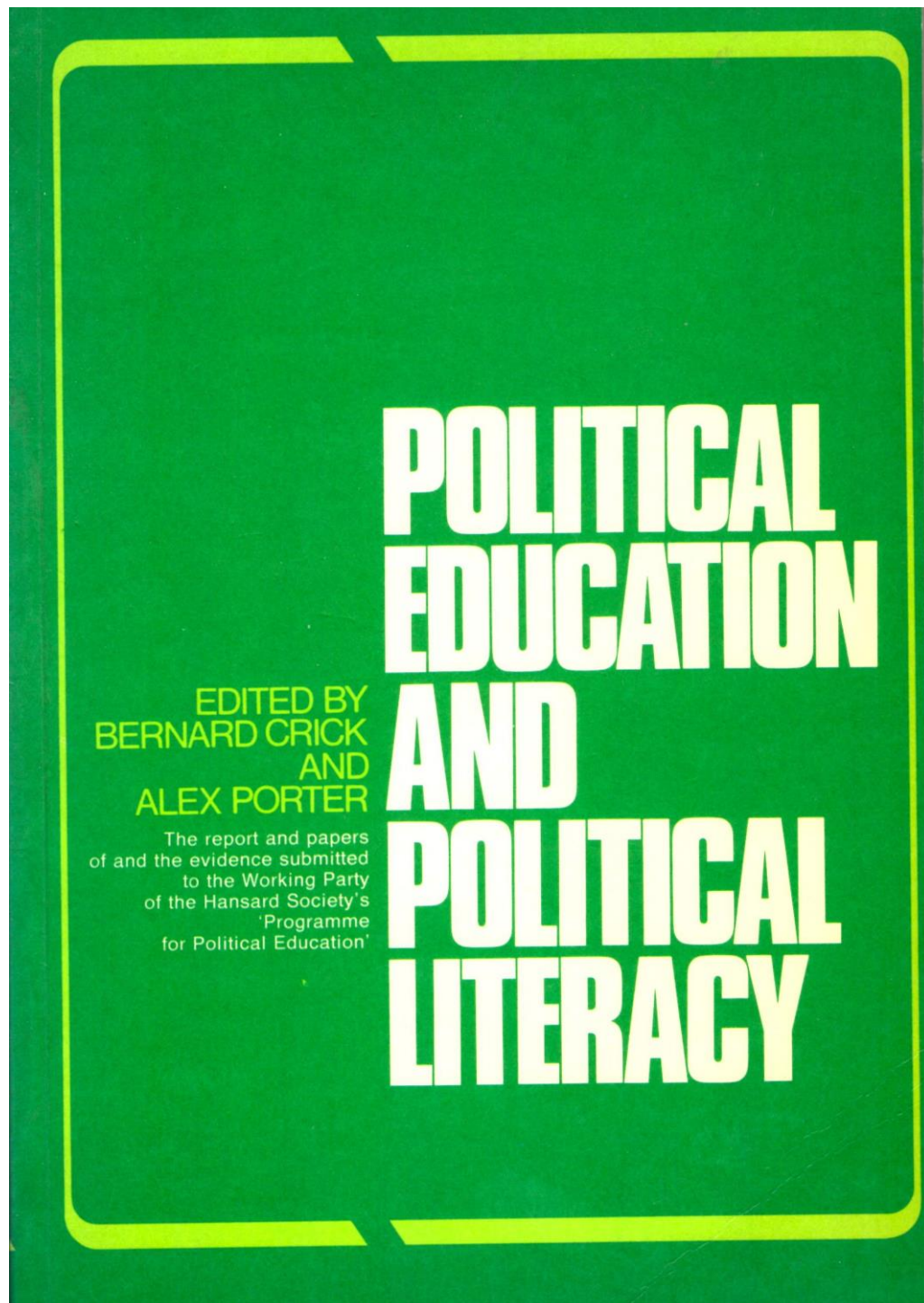
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Contribution to *Political Education and Political Literacy*, edited by Bernard Crick and Alex Porter, (Longman, 1978)



Political Education and Political Literacy

Edited by
Bernard Crick and Alex Porter

The report and papers of, and the
evidence submitted to, the Working Party
of the Hansard Society's
'Programme for Political Education'



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3.2 History and political literacy

3.2 HISTORY AND POLITICAL LITERACY

The Report of the History Working Group chaired by Derek Heater

Membership

The group consisted of Mr. Derek Heater as convener (Brighton Polytechnic), Mr. Jerry Adams (Seaford Comprehensive School), Mr. Bill Coxall* (Eastbourne College of Education), Mrs. Joyce Giles (Brighton College of Education), Mr. John Hodgson (Whitehawk Secondary School, Brighton), Mr. David Lambourne* (Bexhill Down Secondary Modern School) and Mr. Richard Tames (School of Oriental and African Studies) who attended meetings; and of Mr. Christopher Kemp* (Lancing College), Mr. Geoffrey Stevenson* (Lady Spencer Churchill College of Education) and Mr. Keith West* (Matthew Humberstone School, Cleethorpes) who were corresponding members. Those who produced the material for the final report are asterisked.

3.2.1 Mode of operation

Five meetings were held at Brighton and Eastbourne. Initially working papers and ideas for discussion were presented and then refined by Derek Heater to produce an overall framework. Having established such a framework, individuals worked on their own chosen syllabus. There were difficulties. Some members lacked time or stamina to continue the meetings so detailed discussion of the individual proposals had to be abandoned. We wanted to develop sixteen syllabuses, i.e. one example for each box on the matrix (see 3.2.4 below) to show the flexibility and range of the approach. But not enough people were available and several people failed to produce papers. For instance, the lack of anything on Local History from the original working group led to Mr. Stevenson being approached as a corresponding member.

3.2.2 Using history

Although history has traditionally been used as a vehicle for political education, we believe that this function has been eroded (a) because of the aridity of much former teaching of political history; and (b) because of the (rightful) claims of other facets of history - e.g. social and economic.

We believe the civic function of history should be revived by history teachers for the following reasons: (a) the potential interest of biography and narrative; (b) the heightened understanding that derives from comparison and contrast; (c) the understanding of the relative nature of political responses to social problems - different societies have produced different answers, there are no 'right' answers.

We are nonetheless aware that some history teachers might well be suspicious of what we are trying to do. We are overtly recommending the use of the study of the past in order the better to understand the present - by identifying comparisons or tracing developments. Purists may reject the first technique by arguing that history does not repeat itself and the second by condemning it as 'Whig' history. We believe that by careful selection of the topics for teaching and by alerting the teachers to these dangers, little violence will be done to the purity of history.

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3.2.7 Specimen syllabus: The Radical Movement in Britain, 1815-1832

1. Introduction

Since this topic is designed to form a component of established history courses (most of which are geared to CSE, or GCE, 'O' Level examination work), it is not envisaged that it will take up more than a period of four weeks.

'Peterloo' provides a useful starting point. It is a colourful event which the teacher can use to create a vivid impact and to stimulate interest. It is suggested that the teacher initially outlines the events of Peterloo with the aid of suitable visual material, (such as the print which depicts soldiers cutting their way through the crowd that is published in Titley, *Machines, Money and Men*, pp. 202/3, or that of a similar scene which is published in Cootes, *Britain Since 1700*, p. 125), together with eyewitness accounts, (such as those of Samuel Bamford, the Rev. Edward Stanley and the reporter of *The Times* who was on the hustings. Extracts from Bamford's writings and Stanley's account can be found in Kesteven, *Peterloo, 1819*, pp. 88/89 and 65/68 respectively. *The Times* reporter's account is contained in the *Jackdaw* folder on Peterloo).

Once the events of Peterloo have been outlined, the teacher can set the scene for the topic by referring to factors such as: the background of repressive Government; the important personalities of the movement (particularly Cobbett, Hunt, Place and Lovett); the main events leading up to the gathering in St. Peter's Field; the radical objective of Parliamentary Representation; and the response in society to the violence at Peterloo. In this undertaking, any basic textbook would need to be supplemented by a more specialised book, such as Kesteven's *Peterloo*.

Suggestions for pupils' work

- i. A short description of the events of Peterloo.
- ii. Finding the answers to specific questions, such as:-
 - Why did people gather in St. Peter's Field on August 16th, 1819?
 - What were they hoping to achieve? What kinds of people were they?
 - Did they go there with violent intentions? What previous demonstrations had been held? Who was the principal speaker at this meeting? Who were the other radical leaders at this time?
 - What do we mean by 'radical'? Why did radicals place so much hope in Parliamentary Representation? How did people in general respond to the news of the violence at Peterloo?

Discussion point

Was participation in a peaceful demonstration the best way for the ordinary working man to fight for better political, economic and social conditions? Were there other ways in which the working man could have striven for reforms?

2. Main events

These are fairly straightforward, but will need to be taught, for the most part, in chronological sequence, (since an understanding of the development of events is central in this topic), and through the use of both visual and biographical material, (so that interest is sustained). The main areas that need to be taught are as follows: the general situation after Waterloo, including conditions of high unemployment, declining trade and low real wages; the response and attitude of the Government and the 'comfortable' classes to 'Jacobinism' during and after the Napo-

Group and individual proposals

leonic Wars; the electoral system prior to 1832, (the different types of constituency, the kinds of people who had the vote, etc.); the growth of radicalism and the belief among radicals that Parliamentary Representation would prove the remedy to all abuses, (such as poverty, unemployment and exploitation); the Luddites and the chance their actions gave to the Government to act against all reformers; the leaders of reform, particularly Cobbett, Hunt, Place and Lovett; the dissemination of radical ideas - Paine's *Rights of Man*, Cobbett's *Political Register*. etc.; the March of the Blanketeers; Pentridge; Peterloo; the Cato Street Conspiracy; the Six Acts; the general situation during the 1820s including the background of improving trade; the growth of working-class activity in other fields, particularly Co-operation and Trade Unionism; the events leading up to, and the passage of, the 1832 Reform Bill.

Suggestions for pupils' work

- i. A written account of what conditions were like for working folk in general immediately after the Napoleonic Wars. (To include reasons why there was high unemployment, a decline in trade and low real wages, and a general fear of radicals on the part of the Government and the comfortable classes).
- ii. A study of Parliamentary elections at the beginning of the 19th century. (To include a comparison with elections today).
- iii. A visit to the local library to research into possible evidence of radical activity, such as radical meetings and popular unrest, in the locality in the years leading up to the Reform Bill.
- iv. A written account explaining why it is true to say that in the years before 1832 only a very small proportion of working people were represented in Parliament.
- v. A description of Luddite activities. (To include an assessment of the chance the actions of the Luddites gave to the Government to act against all reformers).
- vi. A short biography of William Cobbett.
- vii. Research into the life and work of one of the other prominent radical leaders, such as Hunt, Place or Lovett.
- viii. A brief written description of (a) the March of the Blanketeers, (b) the Pentridge Rising, and (c) the Cato Street Conspiracy. (To include an explanation of the part played by the Government in each of these).
- ix. A description of the events leading up to, and the passage of, the 1832 Reform Bill. (To include a statement of what the provisions were under the new Act, and an assessment of why radical leaders and many working people were very disappointed with it).
- x. Preparation for, and the staging of, a radical meeting to advance Parliamentary Reform. Class members to represent: Henry Hunt, a spokesman for the middle classes (e.g. a factory owner without the vote and desirous of having it); a spokesman for the unemployed; other radical speakers; and members of the crowd.

Discussion points

- i. Why did radicals place so much hope in the reform of Parliament?
- ii. What does the passage of the Six Acts tell us about the Government of the day?

3. Recapitulation with concepts

Various basic points of political understanding, which can be given

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specific reference to material already taught, can be discussed here. (It is suggested that such discussions, to some extent, take place concurrently with the later stages of the previous section). These points of political understanding should, between them, be handled in such a way as to involve most of the Basic Concepts identified in document 2.3. (As well as additional concepts like 'radical', 'revolution' and 'working classes').

It should be remembered that an important aspect of this discussion stage is that it should be used in such a way as to help pupils to develop their own opinions.

For the sake of simplicity the following structure has been adopted: (a) Point of political understanding to be examined. (b) Suggested basis for discussion.

i. (a) Change can be effected either within the existing institutional framework or by the destruction of the system (as in France and Russia). Early 19th century radicals who supported the objective of Parliamentary Representation were aiming to effect change within the existing framework.

(b) Discussion could be focussed on the following questions: What were the early 19th century radicals trying to achieve? What does this tell us about their attitude to existing institutions, particularly Parliament? Were there members of the radical movement who felt differently? To what extent were radicals already represented in Parliament? Why did radicals believe that by securing a 'fair' representation in Parliament they could achieve their goal of economic and social progress? What other methods might they have used? (Refer to the French Revolution.) What are the advantages and disadvantages of trying to bring about change by first destroying the established system?

ii. (a) In any society there are conflicts of interest. Thus, in post-war years the comfortable classes had good reasons for wishing to retain the status quo, while working people had good reasons for wishing for reforms.

(b) The class could be divided into three, with one third of the pupils being cast as factory workers, one as mill-owners and the other as comfortable landowners. Pupils in each group could be asked to write an account of how they would feel, in their roles, about Britain after the end of the Napoleonic Wars. The drawing together of the different accounts could provide the starting point for discussion.

iii. (a) At times, groups which have differing general interests can share a common objective. Thus radicals combined with many of the middle classes in the 1820s in the struggle to secure Parliamentary Representation.

(b) This could be linked with ii. above. Discussion should focus on what the radicals and the politically aware members of the middle classes were each trying to achieve, (their differences as well as similarities), and on why and how they were able to combine.

iv. (a) Groups of people, such as the early 19th century radicals, can agree about aims whilst having a diversity of opinion about methods.

(b) This could be discussed after reference has been made to various radical leaders and groups, (such as Cobbett, Hunt, Place, Cartwright and Thistlewood). It might be considered whether differences of opinion about methods actually weaken the general cause. (e.g. What was the effect of the abortive Cato Street Conspiracy?)

v. (a) Governments which are opposed to change, as the situation in England during and after the Napoleonic Wars suggests, are, on the one hand, likely to resort to repression, and, on the other, unlikely to be able to resist change indefinitely.

Group and individual proposals

(b) Discussion might be centred on the following questions: What economic and social changes were taking place in the country? Why did the Government oppose the idea of change? When and why did the Government resort to repressive measures? and, Were these methods necessary (i.e. inevitable)? Was there any way or any situation in which the Government could have resisted the radical challenge indefinitely?

vi. (a) Individuals can normally best advance their welfare, rights and interests by association with others of a similar socio-economic standing.

(b) Discussion could revolve around the following: What do we mean by an individual's welfare, rights and interests? Why are people of a similar social and economic background likely to find themselves in the same sort of situation with regard to their welfare, rights and interests? In what ways did members of the working classes combine in the period under observation? (i.e. Co-operative groups, trade unions, friendly societies, radical organisations). What were each of these various types of combination trying to achieve? What were the advantages of combining with people in similar situations?

Concepts identified in document 2.3 that should be involved

(a) Government

Power The limitations in the power of the Government to wipe out, (through political intrigue and legal restrictions), 'Jacobin' tendencies.

Force Particularly, the Government's apparent use of force at Peterloo.

Authority The authority of the Government in dealing with the general situation after the Napoleonic Wars, and the way that it was challenged by the radicals and their supporters.

Order The aim of the majority of radicals to effect change in an orderly manner, (i.e. within the existing institutional framework), rather than through a breakdown in law and order, (as in the case of a rebellion or revolution).

(b) Relationships

Law Changes in the general body of rules made and endorsed by the Government in order to deal with the challenge precipitated by radical activity, (e.g. the Six Acts).

Justice The extent to which a feeling of justice was lacking on the part of radicals and their supporters amongst the working classes, particularly before 1820. (Including the sense in which the whole relationship between the radicals, on the one hand, and the upper classes and the Government, on the other, can be seen in terms of social justice).

Representation The claims of the radicals to represent the great mass of the working people of this country. The desire and failure of the radicals, in this period, to secure the representation of working people in Parliament through a reform of the electoral system.

Pressure Pressure exerted by the Government on the radicals and their supporters, particularly through repressive actions and legislation. The means by which the radicals and their supporters brought pressure to bear on the Government (pamphleteering, demonstrations, etc.).

(c) People

Freedom The radical desire to change society so as to maximise the free-

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dom of the working man to live and work as he chose, and to be free to join unions and other co-operative activities.

Welfare The belief amongst radicals that the welfare of the country's citizens was the concern of the Government, and that this welfare could be advanced through Parliamentary Representation.

An exercise in political literacy

The following written exercise, which is aimed at developing political literacy, might usefully be undertaken at this stage. The pupils would be asked, after some preparatory discussion, to imagine that they were members of the working classes living in one of the new industrial towns in the period under observation, and to investigate the various political opportunities and frustrations by working through the following questions. (The numbers and letters at the end of each question relate to the boxes and questions in Diagram B of document 2.2).

- i. What were the main political points of view held in Britain in the years after 1815? (1a)
- ii. How could you have become properly informed about the issues involved? (1b)
- iii. Looking back on the period now, can you see different ways of looking at the situation than were available then? (1c)
- iv. What political institutions existed at the time? (2a)
- v. In what ways were political disputes settled? (2b)
- vi. Were these ways in which the issues involving working people were settled unfairly? (2c)
- vii. How could you have exerted any influence in that situation? (3a, b)
- viii. How did these opportunities compare with those in Britain today? (3c)
- ix. How would you have been affected by radical activity and the Government's response to it? (4a, b)
- x. If you had become a member of a radical group, how would you have justified your membership? (4c)
- xi. (a) Do you think that the Government's response to radical activity would have affected other groups in different ways from the ways that it would have affected you? (5a, b)
(b) How would the ideas that the radicals were proposing have affected other groups in the community? (5a, b)
- xii. How easy would it have been to understand the points of view of other groups at that time? (5c)

4. Balance sheet

This stage, and the next (Legacy), can both be used to exemplify further various political concepts, and ideally, like the previous stage, should hold discussion to be central. Indeed, where written work is given here, it must be directed towards preparing the pupil to discuss the questions in hand and to arrive at some kind of reasonable opinion about them.

The importance and impact of the early 19th century radical movement might be assessed by a consideration of the following:

- (a) Was the movement really necessary? or Were radicals and the politically active members of the working classes at this time making a fuss about nothing? These questions might, amongst other things, be used to lead the pupils into a general discussion on the extent to which ordinary citizens have a duty to work for, and defend, social justice.
- (b) Did the movement make a significant contribution to the eventual

Group and individual proposals

realisation of Parliamentary Representation for all adult males?

Thus: (i) Did it have a greater effect in bringing about the first stage of reform (the 1832 Act) than Lord Grey and the Whigs or the rising industrial middle classes? and (ii) Did the movement contribute anything towards bringing forward the date at which universal manhood suffrage was attained (1918), or the dates at which progress was made in the direction of this end (1867 and 1884)? (This would involve examining briefly the circumstances in which the Reform Acts of 1867 and 1884, and the Representation of the People Act of 1918, were passed).

(c) Did the movement bring forward the date at which the conditions in society which lay behind the desire for Parliamentary Representation, such as high unemployment, poverty and poor working conditions, were substantially alleviated; (This would involve plotting the progress of improved living and working conditions in general throughout the 19th century, and in surveying the circumstances in which significant factory and social legislation, such as the Factory Act of 1833 and the despised Poor Law Amendment Act of 1834, was passed).

(d) Did the response in society to the violence at Peterloo benefit the radical cause? If so, in what way?

5. Legacy

The significance of the early 19th century radical movement for the present day might be assessed by a consideration of:

(a) How much of the present Parliamentary structure do we owe to the early radicals? Clearly the kind of representation which they envisaged is now in operation, apart from the additional aspect of female representation, but did the early radicals really make any contribution to the existing structure? This question is very closely linked to, and might usefully be discussed followed on from, (b) in the Balance Sheet section.

(b) Has the radical objective of Parliamentary Representation proved to be the source of remedies for poverty, unemployment, exploitation, etc.? The pupils might be asked here to prepare a list of all the important measures of social justice, such as relate to housing, education, health, etc., which have been passed since the Representation of the People Act, 1918. Following on from this, an assessment might be made of how important the various Governments which passed these and earlier measures of social reform, (such as the Old Age Pensions Act, 1908), felt the electorate to be. (What would happen, and has happened, to a Government that failed to live up to the expectations of the electorate in carrying through measures of social justice?)

(c) Do the lessons of Peterloo, and the experiences generally of the early radicals, suggest that the radicals' methods, (protest meetings, processions, petitions and so on), are likely to be successful today in efforts for reform?

6. Resources

i. One, or perhaps two, good general textbooks. The following can be recommended: D.P. Titley, *Machines, Money and Men: An Economic and Social History of Great Britain from 1700 to the 1970s*, (Blond) (C.S.E.). F.J. Cootes, *Britain Since 1700*, (Longman) (C.S.E.). C.P. Hill, *British Economic and Social History 1700-1939*, (Arnold). ('O' Level). Pupils on examination courses will clearly already have at least one general textbook.

ii. Reference books (such as G.R. Kesteven, *Peterloo, 1819*, (Chatto and Windus) which cover the following: (a) Peterloo and the radical demonstrations which preceded it. (b) Background information about economic, social and political conditions after the Napoleonic Wars. (c) The

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growth of the radical movement in the early 19th century, including information about the dissemination of radical ideas. (d) Luddism. (e) The various measures employed by the Government to control radicalism in this period. (f) Biographical material on William Cobbett, Francis Place, William Lovett and Henry Hunt. (g) The evolution of trade unionism, friendly societies and co-operative activity in this period. (h) The events leading up to, and the passage of the 1832 Reform Bill.

Kesteven, which is quoted above, is a useful book and covers (a), (b), (c), (d) and (e).

iii. *Jackdaw* folders on *Peterloo*.

iv. Duplicated extracts from eye-witness accounts of Peterloo, e.g. those of Samuel Bamford, the Rev. Edward Stanley and *The Times* reporter. (These can be extracted from Kesteven and the *Jackdaw* folder).

v. A series of wallcharts OR a filmstrip which depict:

(a) relevant scenes (such as Peterloo), (b) leading personalities (such as Cobbett or Hunt), and (c) general background material (such as poor living and working conditions).

There appears to be as yet no suitable wallchart or filmstrip available on the market.

(David Lambourne)

Political education has been a greatly neglected field in British schools and colleges of further education. Recently there have been many demands for guidance in the field and an extension of it, superficially due to the activities of the National Front but more profoundly because of worries about declining public participation in the political parties, trade union and election processes. So the report of the Hansard Society's Programme for Political Education (three years work, mainly funded by the Nuffield Foundation) is as important as it is timely. Never before in this country has a broadly based working party of educationalists and teachers attempted to state the principles on which political education should take place. The first part of this book states these principles, contains the actual report with recommendations to schools and public authorities as well as documents giving general guidance to fellow teachers and LEAs. This is written for the general informed public, particularly local authority officers, councillors, headteachers and leaders of PTAs. The second part of the report contains more precise and detailed recommendations for curriculum development to practical teachers, and also some case studies of actual teaching methods. The objective of all this, it is argued, should be 'political literacy' for all, a blend of skills, attitudes and knowledge, not just knowledge for the most able. Politics should be taught in an empathetic and balanced way, but nonetheless through real issues – and wherever they arise in the curriculum, not only hours labelled 'Politics' or 'Civics', but also in English, history, geography and social studies.

The Chairman of the Working Party was Professor Bernard Crick of Birkbeck College, University of London, who also jointly edits this book with Alex Porter, formerly a secondary school teacher, recently Lecturer in Political Education at the Institute of Education, University of London – the first such appointment anywhere.



ISBN 0 582 36319 5

***The Affirmative Way*, (David Lambourne, 1989)**

***How to Pass Exams*, (David Lambourne, 1998)**

‘Ashdown Farm and a town vegetable round’, (*Hastings and St. Leonards Observer*, 2001)

‘Were the Pilgrim Fathers ever tried in Boston’s Guildhall?’, *Lincolnshire Past and Present No.60*, (Society for Lincolnshire History and Archaeology, 2005), (Transcription can be read at www.archive.org)

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The following article was printed in *Spotlight Issue 137 October 2019*, the magazine of the Hastings, Bexhill and Rye Circuit of the Methodist Church

WARTIME AND HOLLINGTON CHAPEL

2019 marks the 80th anniversary of the 2nd World War, and as we approach, once again, the season of Remembrance, David Lambourne reflects on what war meant to the people of Hollington and to the work and witness of Hollington Methodist Chapel.

The 1914-18 war was supposed to have been 'the war to end all wars.' Yet a generation later, eighty years ago this year, European powers found themselves embroiled in another murderous conflict. This conflict was not just fought on distant shores but also had a massive impact on the 'home front' including the Hastings area and the rest of the south coast. The congregation at the Hollington chapel took pride, however, in the

fact that it was able to remain open for business throughout the war while so many other places of worship in the area were forced by circumstances to either close or partially close. The chapel at St. Helens, for example, closed soon after the outbreak of hostilities. The pews were removed, and the building used as a youth club. It was not until October 1948 that it was to re-open as a place of worship.



It is not that the Hollington area got off particularly lightly. One bomb went through the back of the police house in Battle Road and another, a heavy 1000kg bomb, landed in Ashbrook Road but fortunately failed to explode. Later in the conflict, doodlebugs became a menace and fell in the area, including one which badly damaged a house in Old Church Road near the chapel one Sunday causing fatalities. Pastor Edwards cancelled the evening service that day and he and others helped with digging through the debris. My father recalled that he and his father used simply to dive to the ground when working in the fields when the doodlebugs passed over. One resident recalled that her father had been killed in a bomb attack and then the family had been machine gunned from a single German plane while standing round his graveside during his burial at Hollington Church in the Wood. I also know of two Hollington men, one a member of the congregation and the other a former work colleague, who had both been captured by the Germans and put in prisoner of war camps. Their wives had been informed that they 'were missing presumed

dead'. On their release after hostilities ended, they both returned home only to find that their wives had taken up with other men. One had even had children with her new husband. What a homecoming!

The Methodist chapel itself was under the care of Pastor Hughes at the outbreak of war and then of Pastor Kerry and, until the end of hostilities, of Pastor Edwards. It was Pastor Hughes that conducted the wedding ceremony of my parents, William Lambourne and Miriam Smith in 1941, who some of you will still remember. Their wartime



reception was a very low-key affair in a back garden. Not that it would ever have been an elaborate event. They were Methodists after all!

At the outbreak of war evacuees were actually sent to the Hollington area, but, in 1940, when the Sunday School children were enjoying their annual treat at my grandparents' home at Ashdown Farm, a message was received that not only were these evacuees to be removed to a safer area but Hollington children were to be evacuated as well.

Many of the young men and women who had been members of the Boys' and Girls' Brigades had joined the forces or been called to engage in other war work. On the first Sunday evening service each month in the chapel a list of more than fifty names was

read out of those serving in various capacities. Yet despite the fact that numbers were greatly depleted and despite damage to the chapel from a nearby explosion, regular services and meetings for both Brigades continued to be held.

We do have to continue to remember and give thanks for the fortitude and the sacrifice of so many both in this and other conflicts.

That is why Remembrance Day must remain of great importance. Fortunately, the countries of Western Europe have learned, at least for now, to live together (despite Brexit). My own grandchildren are half German, something which would have proved very challenging for their parents eighty years ago.

David Lambourne

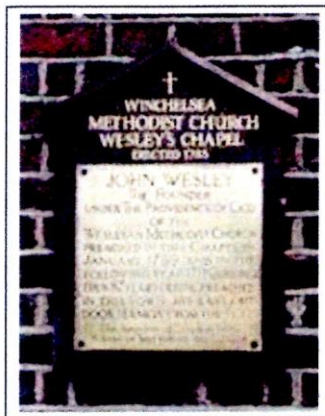
The following article was printed in *Newsletter for the Friends of Winchelsea Methodist Chapel Issue 40, (2026)*

John Wesley's Chapel – A Brief History

The Hastings, Bexhill and Rye Circuit is privileged to have within its care the old Winchelsea 'preaching house' which was built in 1785. Members of the Friends, visitors and others may wish to know something of its story. The building is Grade II listed and is of historic importance because it is the only surviving chapel in Sussex in which John Wesley, the founder of the Methodist Movement, preached.

The first of Wesley's itinerant preachers to arrive in Sussex seems to have been Thomas Mitchell, who set up a Wesleyan society in Rye in 1756. Wesley seems to have been sufficiently impressed to have come to Rye himself in 1758. A Sussex circuit based in Rye, which also included societies in west and north-west Kent, was established, possibly as early as 1759.

We do not know precisely when the Winchelsea society was formed. This was probably at the time or soon after the first of Wesley's three recorded visits to the town in October 1771, when he recorded in his Journal that he 'preached at eleven in the New Square to a considerable number of serious people'. We certainly know from the first Sussex Circuit Book that it was formed before July 1774 as it was recorded then as having nine members. Other Sussex Wesleyan congregations by that time were at Northiam, Ewhurst, Bodiam and Robertsbridge.



The Winchelsea society, which had met initially in the open air and then in a private licensed dwelling house, soon became well-established as it began to work towards the building of the new 'preaching house'.

This was licensed for worship in October 1786 in the name of Protestant Dissenters. It was originally called Evens Chapel. We can only speculate that someone called Evens donated the land on which it was built as the dwelling next door was, and still is, called Evens.

In January 1789 Wesley, after opening a new chapel in Rye, came over to Winchelsea and preached in the chapel from the pulpit which remains largely unaltered. He recorded that 'The new preaching-house was filled with decent serious hearers, who seemed to receive the truth in the love of it'.



In October of the following year, Wesley made his third and final visit to Winchelsea and preached his last ever outdoor sermon under an ash tree outside the parish churchyard. On this occasion there were too many who wished to hear him to fit into the small preaching house. He seems to have been well-received as he recorded that it 'seemed as if all that heard were, for the present, almost persuaded to be Christians'.

Despite some early difficult years the number of the Society's members and hearers grew and by the end of 1814 a Rye Circuit plan shows that there were services each Sunday at both 2 pm and 6 pm. At some point the growing congregation felt it necessary to add a balcony within the building. This must have been added after the original build, at least in its present form, as it protrudes beyond the line of the windows.

In 1851 a national religious census was taken and William Forster, the chapel steward, recorded that on 30 March there were thirty in attendance at the morning service, fifty in the afternoon and sixty in the evening. By now members must have been considering building a new, larger chapel to replace the old preaching house. This was eventually completed in 1867 on Higham Green and a few years later the old chapel was put up for sale. Fortunately for us today there were no buyers, so it was decided to use the building as the Sunday School room. This arrangement continued for many years and during this period one of the chapel's stalwarts, Obadiah Easton, served as Superintendent for more than fifty years.

In 1927 the tree under which Wesley preached in 1790 was blown down in a storm. Luckily cuttings had already been taken from it and the present tree was grown from one of these. Many items were

carved from the remains of the original tree and some of these are on display in the chapel.

By the 1960s the now dwindling congregation meant that maintaining two buildings was no longer viable so it was decided to move back into the old preaching house. The 'new' chapel on Higham Green was sold, demolished and replaced by a house. A small piece of land behind the old chapel was purchased from the neighbours and a kitchen and toilet added before the reopening in 1969.

By the 1980s the congregation had continued to decline and it was decided to just meet monthly. However, by 1994 it was agreed that the small congregation was no longer sustainable so the chapel was closed.

Since then the building has been managed by the local circuit with activities being organised by the Friends group. A number of services take place each year and the building is opened when other activities in Winchelsea are taking place, as well for such as talks and coffee mornings. The Friends are keen to welcome new members and details are included at the end of this newsletter.

David Lambourne

Book Reviews

The pages that follow are of a website post and a sample of book reviews:

1. Summary points of *Living with Meaning and Value* posted on *Action for Happiness* website (www.actionforhappiness.org);
2. Review of *Slaney's Act and the Christian Socialists* in *Journal of Co-operative Studies Vol.41 No.3* (UK Society for Co-operative Studies, 2008);
3. Review of *How to Pass Exams – A Parents' Guide* in *Education Today Vol.58 No.2* (College of Teachers, 2008);
4. Review posted on Amazon by *Parents in Touch* and review in *Primary Times – Sunderland and Durham Issue 13* (www.primarytimes.net, 2008);
5. Review in *Primary Times Ireland* (www.primarytimes.net, 2007) and review by *Totz2Teens* (www.totz2teens.co.uk);
6. Review of *Boston St. Mary's Guildhall A History* in *Lincolnshire Past and Present Vol.85* (Society for Lincolnshire History and Archaeology, 2011)

NEWS

NEWS RSS FEED 

Living a happier life and building a more peaceful world

21 Jun 2017 | David Lambourne



Action for Happiness supporter David Lambourne shares his reflections on living a happier life and building a more peaceful world:

1. Much as we would prefer to know all the answers, we have to accept that life is ultimately a mystery.
2. If we are to live in harmony with ourselves, with others and with our environment we have to embark on an intellectual and spiritual quest to find out who we are.
3. If we are to benefit fully from life we have to attend to all aspects of our wellbeing - physical, mental, social, emotional and spiritual.
4. Although we should value the past and plan for the future we should endeavour to always be mindful of the present. Every moment is precious.



5. If we accept that what we are is of greater importance than what we have, we can learn to enjoy the advantages of living simply and, in so doing, benefit too our environment.
 6. Whatever our views about both religious institutions and their dogmas, we are wise to acknowledge the contributions of the great spiritual teachers and to recognise the value of stilling our minds in meditation.
 7. If we are to enjoy the love and respect of others, we have to be prepared to extend the same to them whoever they are, irrespective of race, colour, creed, gender, age or sexual orientation. They, too, are distinctive centres of consciousness.
 8. We have to accept that we are all products of our environment, of our cultural, religious, racial and family background and we are all, without exception, flawed and prone to failures and weaknesses. We need, therefore, to forgive rather than stand in judgement of the errors and shortcomings of our fellows.
-

9. By recognising the futility of trying to live our lives in isolation, we recognise that our lives are given meaning through co-operation with, and service for, others.



10. In accepting that life is a gift - whether a gift of God or simply of genes passed from our parents - and that we did nothing to bring it into being, we can learn to accept the restrictions that life imposes on us and to value what we have.

11. In coming to a sense of oneness with the world we accept that all life is deserving of reverence.

12. In following this approach to living we understand that it is entirely consistent with a peaceful, politically stable, and environmentally sustainable world.

Summary points taken from '**Living with Meaning and Value**' by David Lambourne.

Slaney's Act and the Christian Socialists: A Study of How the Industrial and Provident societies' Act 1852 was Passed

By David Lambourne

Published by the author and available from him at davidlambourne@tiscali.co.uk

Reviewed by Molly Scott Cato

The title of this short volume may seem rather dry but it is by no means an indication of the content of a useful and interestingly written history of the legislation that enabled the development of the co-operative movement in the UK. The importance of the law that was passed as a result of persistent lobbying by co-operators and the support of MP Robert Slaney is summed up in the closing quotation of this booklet:

The 1852 Act was one of a series that served to encourage the Victorian virtues of thrift and self-help, and that ensured that the social evolution of England was brought about in a peaceful manner. (p59)

Having established the significance of the plot for the history of co-operation we now move to the cast of characters, which is equally impressive.

I first came across the Christian Socialists during a recent Radio 4 *Moral Maze* exploring whether capitalism had finally expired during this past summer. The academic who represented the Christian Socialist position during the debate was one of very few to have been permitted to make a convincing case for the imminent demise of the predominant economic system in our national media. From David Lambourne's book I have learned that his antecedents go back to a group of 'intellectuals, Christians and, in a rather limited sense, Socialists' (p9), including Charles Kingsley, author of *The Water Babies* and Thomas Hughes, author of *Tom Brown's Schooldays*. Together they invested energy and money in supporting the cause of working-class entrepreneurs who wished to engage in what I have elsewhere defined as 'associative entrepreneurship'. They did this by lobbying the rather limited range of men who were found in parliament in the mid-nineteenth century to extend the Friendly Societies' Acts to cover the activity of co-operative associations, culminating in the passage of the Industrial and Provident Societies' Act in 1852.

The Christian Socialists assembled an

impressive range of advocates and witnesses including John Stuart Mill, the leading economist of the day, who objected on efficiency grounds to the blocks that the owners of capital placed in the way of

combinations among the workmen engaged in any particular branch of industry, for the purpose of carrying on that industry co-operatively, either with their own capital or with capital that they borrow. (Mill's evidence to the select committee cited at p27)

Mill made a case for the benefits of co-operation that remains valid today, stating that they:

serve to cut off the cost of the intermediate agency between producer and consumer, and thus tend to lower prices. (p28)

This evidence makes clear that the argument was won on the basis of the economic advantages for Britain of enabling enterprise by working people, a view of co-operation which is less familiar today, when our sector tends to make its case rather on the basis of better quality and ethical trading. In persuading his fellow MPs to support the Bill, Slaney argued that removing from working people the threat of unlimited liability would enable their "combination" and lead to "an increase of capital and wealth". (p33)

The Act came at an interesting time in the history of the co-operative movement, when it was moving from a utopian and visionary era — marked by the inspirational activities of Robert Owen, whose aim was the replacement of capitalism with socialism — to a more pragmatic stance of working within the capitalist economy. The success of working people within that system was impressive: by 1865 there were 651 registered societies with a total membership of well over 200,000. This book explains how the parliamentary process was used to facilitate that growth, and the foundation of many of the co-operations that we rely on today.

Book review

How to pass exams: a parent's guide

David Lambourne

ISBN 9 781861 440471

Need2Know, £8.99, 68 pages

This book's purpose is to help parents to help their children master the skills and techniques needed to get through the exam process. It acknowledges that preparation well in advance of the exam is vital and takes as its timeframe the two-year period leading up to GCSEs. Even though many courses nowadays are examined by continuous assessment, exams and qualifications continue to provide the evidence that the candidate has the skills and abilities required. Even after a student has left school it is likely that he or she will still be faced with a multitude of exams ranging from a driving test to university exams through to continuing professional development in the workplace. The book makes the point that skills acquired at an early age are transferable right through a lifetime of learning.

The book is very clearly written in a simple easy-to-read style with illustrations and diagrams. The twelve chapters cover topics such as:

- Getting organised and making a study plan
- Finding out exactly what the exam syllabus involves and what is required of each individual paper
- Establishing an effective study routine
- Encouraging motivation and self-discipline (possibly with rewards when targets are met)
- 'Wellness for the exams' focussing on diet, exercise and sleep
- Learning note-taking skills, how to review notes and identify gaps so that a better revision tool is achieved
- Essay-writing skills
- Understanding what is required in coursework assignments
- Working through past papers
- How to get through the final weeks before the exams
- How to cope with exam days

The book contains lots of helpful suggestions ranging from the seemingly obvious (such as knowing where and when the exam is to take place) to ideas for promoting the child's physical and emotional wellbeing during the exam period. It also contains templates for planning study and revision programmes and ends with a help list providing sources of information and support for parents and children.

Altogether this is a very practical book which can offer guidance and reassurance to parents while steering their children through what can be a very stressful period, but which would also be helpful to the students themselves, to teachers or to any other adults who are involved in preparing students for examinations.

Morag Hughes
Editorial Assistant

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Copy of review posted on Amazon by 'Parents in Touch'

'How to Pass Exams: A Parent's Guide (Need2Know) (Paperback)

This is such a common question posed to Parents in Touch and this is the perfect solution. David Lambourne is an experienced teacher with many years experience of preparing pupils for exams, so you know you can rely on the advice in this book. It is aimed at secondary school pupils and emphasises the importance of parental help and support. Topics covered include motivation, effective study, health, note-taking, essay writing, coursework, revision techniques and that all important day – the exam itself. Full of practical and easy to apply ideas, I recommend this book for sharing with your teenager for reassurance and support, and to give you confidence that you are doing your best to help.

This is one of the Need-2-Know series – a very practical series, that gives just the right amount of information to cover the most common questions.'

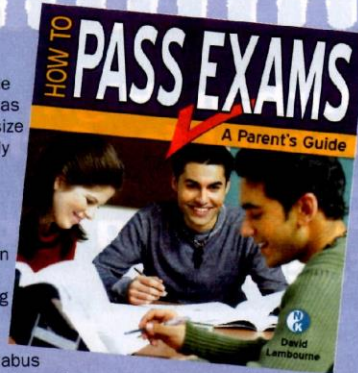
Helping with Exams

A recent report stated that students in England spend less time studying per week than their European counterparts. This news comes alongside a recent report into exam stress by the BBC, which states 'there is no hiding place for anyone whose results are out of line with the rest of the school.'

As the pressure to succeed increases to levels higher than ever before, it has become crucial for parents of students, and students themselves, to know how to correctly prepare for and tackle exams. Due out in January 2008, David Lambourne's informative book, *How To Pass Exams – A Parent's Guide*, directly tackles these issues, covering in detail the final weeks before the exams and even the exam day itself.

Readers will learn how to help their children to prepare for exams correctly, what the qualities of an effective student are, how to study and revise successfully, the key attributes of note-taking, the importance of past papers and how coursework assignments and exam essays should be structured. This is accompanied by illustrations and templates for building study plans and revision programmes. Issues such as confidence, discipline, motivation and health are also tackled along the way.

We found the Guide very easy to read, as it is in small bite size chunks. Particularly helpful are the timetable layouts and the help list. Though a lot of it may seem common sense, it ensures parents are helping in an appropriate way. Also, information on syllabus availability and marking schemes empower parents as much as aiding them to assist their children.



Author David Lambourne, a retired secondary teacher and former member of the history panel of the South East Regional Examinations Board, says 'Exam-taking can be mastered. Candidates can get prepared and build up their confidence, practice papers can be sat, techniques can be learnt.'

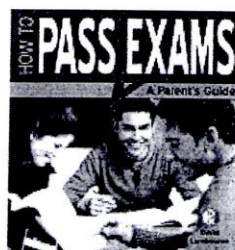
Primary Times has two copies of 'How to Pass Exams – A Parents Guide' to give away. Just send in your name & address to Primary Times North East (Dept E), 1 Denehead Cottages, Hexham Road, Walbottle, Newcastle upon Tyne, NE15 9RX or e-mail john@primarytimesne.co.uk by Friday 14th December. The first two names drawn after that date will receive a complimentary copy of the book.

More information on this Book and other Guides is available from www.forwardpress.co.uk and www.n2kbooks.com or buy the book from all good bookshops or Amazon.co.uk

How To Pass Exams - A Parent's Guide

David Lambourne
£8.99 Forward Press Ltd

David Lambourne has had a wide experience in preparing students for public examinations. He had a long and successful career in teaching in secondary education, was head of the Humanities faculty of a large south coast comprehensive school and represented the teachers of East Sussex on the history panel of the South East Regional Examinations Board (C.S.E.). Exams are a feature of everyone's lives and can often seem daunting. David Lambourne's informative book guides both parents and students through the minefield of exams. Coursework, essay writing, revision plans, the final weeks before the exam and even the exam day itself are all discussed. Readers will learn what the qualities of an effective student are, how to study successfully, the key attributes of note-taking and how essays and coursework should be structured. This is accompanied by illustrations and templates for building study plans and revision programmes.



[Buy Now!](#)

How to pass Exams - A parent's guide by David Lambourne
ISBN: 978-1-86144-047-1 £8.99

Exams are a feature of everyone's lives and can often seem daunting. David Lambourne's informative book guides both parents and students through the minefield of exams. Coursework, essay writing, revision plans, the final weeks before the exam and even the exam day itself are all discussed.

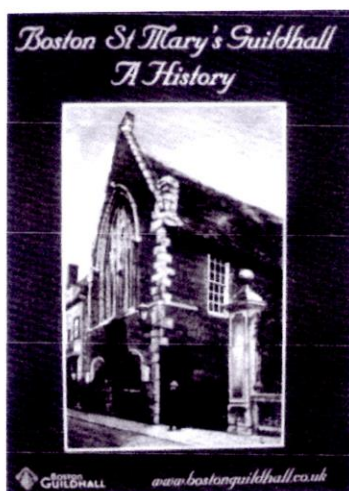
Readers will learn what the qualities of an effective student are, how to study successfully, the key attributes of note-taking and how essays and coursework should be structured. This is accompanied by illustrations and templates for building study plans and revision programmes. Issues such as confidence, discipline, motivation and health are tackled along the way.

Whether you are a parent or studying for an exam yourself from GCSE's to A Levels or workplace courses, How to pass exams is an essential introductory guide to achieving exam success.

Totz2teens Member Review: Finding exams hard myself and always jealous of other students that were able to read a book, digest it and spout out some fabulous essay did make me think this book could have been written for solely me. Having read this book I can see it is going to be exceedingly useful for many many more parents as well. I have a really positive buzz right now and I am all charged up to help encourage my children with their studies. How to pass exams has some very obvious points in it but these are the ones that you can think ok I can do that right now and will do another tomorrow so gives comfort that perhaps I am not totally failing my child. How to pass exams gives guidelines on how to sort out course planners so for myself and my son this is very useful as he is taking his options later this year. I feel that once my

husband has read this book too we will both be armed with some really useful structural guides for him and the organisation of his home studying. Thank you - I am sure this is going to be well thumbed and referred to on many an occasion. I also found the book easy to read and understand. The font was of a good size and the chapters easily indexed so you can jump about the book as required.

Totz2teens member rating: 5/5



[ALMOND, John and LAMBOURNE, David]. *Boston St Mary's Guildhall: a history*. [Boston Borough Council, 2011]. [22]pp. No ISBN. £3 pbk (or £3.75 by post from David Lambourne, 1 Haven Bank, Boston PE21 8RZ).

This nicely produced booklet comes opportunely, after the Guildhall in Boston was closed in 2001 for a large restoration project which led to the reopening in 2008 and the winning of the award of Lincolnshire Museum of the Year. Now visitors have the chance to read a little of the town's history and the Guildhall's place in it. After a short history of the town and its status in the Middle Ages as a trading port the importance of St Mary's Guild within the town's structure is explored together with an account of the original building and the later changes it has been subjected to. Of course, the role it played in the history of the Pilgrim Fathers is given its own section. A useful pointer to further sources and good illustrations help make this a very acceptable souvenir.

David Lambourne was born in 1946. He was brought up at Ashdown Farm in the then rural outskirts of Hastings and brought up his own sons, Tim and Chris, for the most part alone, in the Sussex hamlet of Three Oaks. He attended Hastings Grammar School and has a good honours degree in History and Education (Sussex). In 1973 he was accepted to read for a higher degree (MA) at the University of Sussex, but withdrew for family reasons. He had a long career in teaching before retiring as Head of Humanities at Bexhill High School in 1997. He is a former marathon runner and has travelled extensively. He lived for many years in Boston, Lincolnshire, where his Victorian home overlooked the river and the town's magnificent parish church. In 2013 his first two grandchildren, Jessica and Thomas, were born and at the end of 2015 he and his long-term partner, Sue, were married. In 2019 the couple returned to live quietly in the beautiful countryside of his native East Sussex, where he embraces family life, manages his land and property assets and works to preserve the Winchelsea historic Methodist Chapel.